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ABSTRACT

The guide for teachers of handicapped children offers a system of corrective teaching to bring children not being effectively taught up to the level of the normal programing range. It is recommended that the following basic principles of instruction be applied to maximize pupil progress: readiness, motivation, active learner participation, exercise, distributed practice, stressing accuracy, sequencing of content, minimal change of learning situation, immediate knowledge of results, reinforcement of successful performance, overlearning of content, movement from concrete to abstract, and using learner strengths. Steps seen to be necessary for building a corrective teaching program are the isolation of the problem, the identification of the performance necessary for re-entry into normal programing, the analysis of the task, the writing of instructional objectives, and the designing of the procedure. Examples of teaching procedures and samples of record keeping forms are given. Alternatives of the implementation phase by the teacher alone, by the teacher using the services of others, or by others with the teacher monitoring the program are considered. Evaluation is recommended both during the teaching procedure and ultimately in the group setting to which the pupil is returned. Inservice materials accompanying the guide have as their purpose the active participation of the teacher. (DB)

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SPECIAL EDUCATION CURRICULUM DEVELOPMENT CENTER AN INSERVICE TRAINING APPROACH

corrective teaching

A Guide for Teachers of the Handicapped

April 1973

by

JERRY A. CASTER

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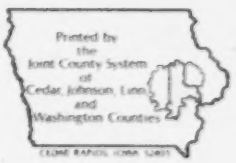

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contents

1 INTRODUCTION 1

2 BEFORE CORRECTIVE TEACHING 7

3 BUILDING A CORRECTIVE TEACHING PROGRAM 11
- Step 1 Isolate the Problem 11
- Step 2 Identify Performance Necessary for Re-entry 12
- Step 3 Analyze the Task 18
- Step 4 Write Instructional Objectives 21
- Step 5 Design the Procedure 24

4 IMPLEMENTATION ALTERNATIVES 39

5 EVALUATING EFFECTIVENESS 45

6 TO MAKE CORRECTIVE TEACHING EASIER 49

7 REFERENCES 51

1 Introduction

Entering into every classroom the first day of school each year are a group of children who are distinctive by their dissimilarity. Each pupil is unique in the total being presented to the teacher. Likes, dislikes, attitudes, social skills, previous experience and academic ability will vary greatly within every group. The importance of stressing the differences that the teacher must cope with is not that it is new information. It is a reality driven home too frequently for you who encounter children daily to overlook. The significance of differences for this publication is that it is the diversity of pupil performance that makes corrective teaching essential in the classroom.

First, let us examine some of the ways used to reduce the differences in the classroom. Administratively many different approaches have been used for the sole purpose of creating a performance range that can be dealt with *effectively* and *reasonably* by the teacher. Approaches include grouping children initially by chronological age, forming classes based on some variable such as achievement test scores, or the use of a content area design that groups across lines of chronological age according to skills. Even within the classroom, teachers attempt to reduce differences to a *workable range* by grouping pupils for instruction in such areas as reading and math. There are many scholarly works that describe the merits and limitations of methods of reducing differences for instructional purposes. The point being emphasized here is that reducing *significant* differences has been deemed necessary for the teacher to implement an effective educational program for her pupils.

In any discussion of the need to reduce significant instructional differences in the classroom, it is essential to look at the teacher as a major variable. Significant is a relative term linked to the teacher's range of ability in programming for differences *within* the classroom. Using graded programs as an example, we are aware of the master teacher who can program for a class that is labeled fourth grade but has pupils functioning from low second to high sixth grade in ability. For such a teacher there might not be any significant instructional differences among her pupils because she is able to effectively serve all of them. However, most teachers would readily admit that it would be difficult for them to serve pupils with such a spread of ability. *Significant instructional differences,* then, occur at the point where a pupil functions in a specific academic area outside the teacher's range of ability to program. For example, such a difference occurs for the teacher using three reading groups and having a pupil functioning below the lowest group. While the concept of significant instructional difference is relative to the teacher, it is also relative to specific content areas. A teacher capable of programming for a four year achievement spread in reading might be able to program for only a two year span of achievement in mathematics. Factors exist that are independent of teacher competence but that do affect range of programming. Such factors include variety of instructional materials, other pupils in the classroom and the way the school is organized instructionally. In many cases if it were not for time, materials or an unusually high average class performance, the teacher could effectively

develop a program for the pupil functioning outside the range of the classroom program. Everything considered, the significant instructional difference is relative to the total situation.

In effect what is being recognized is the uniqueness and individual differences present in teachers and classrooms. To recognize such differences does not in and of itself alter the situation for the child who functions outside of the range of programming provided in the classroom. In some cases, changing the administrative placement of the pupil from one teacher to another might be helpful. Unfortunately, the structure of the school environment does not always lend itself to such changes and our ability to determine the range that a teacher can effectively program for is limited at best. Also, a change of teachers might only be eliminating one content area problem for the pupil while creating another one.

Corrective teaching, as discussed in this publication, is an approach that the teacher confronted with a few pupils functioning outside the range of programming might consider. It is necessary to underscore *a few pupils* because if many pupils are in need of corrective teaching there is something obviously wrong with the structure of the current curriculum and instructional program. At this point it would be helpful to define corrective teaching.

> Corrective teaching is instruction designed to correct the classroom situation that causes the pupil to be outside the range of programming in a given content area. The situation is corrected by providing the pupil the skills required to function within the range of programming that exists.

In directing attention to the situation that is to be corrected by giving the pupil a higher skill level, a basic assumption is made--an assumption that we believe to be valid. That is, the teacher has organized her time, materials and the resources to the best of her ability so as to meaningfully incorporate every child into each content area. After doing this, the pupil who is left, the one for whom little value is to be realized from what the other pupils are doing, is in need of a corrective teaching program.

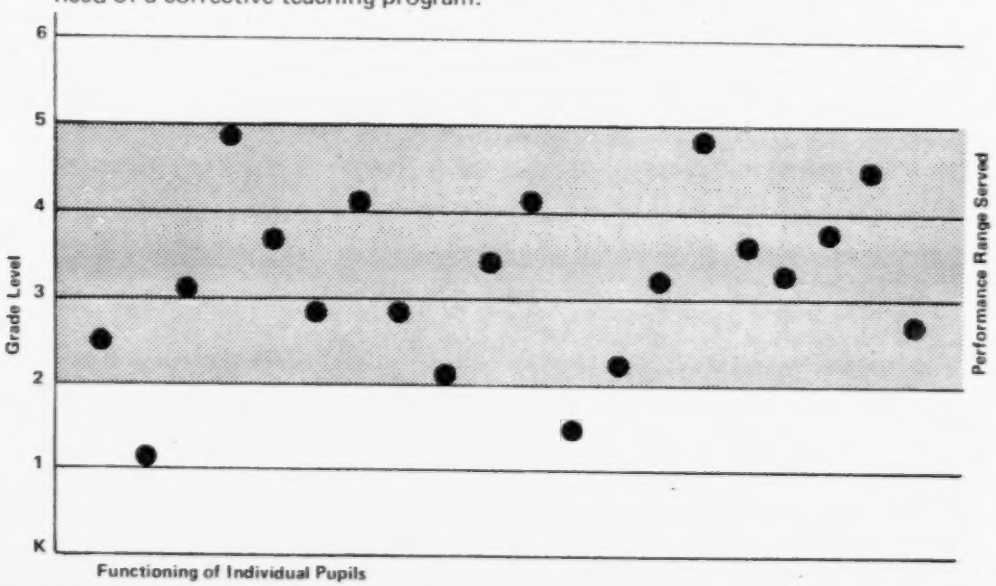


Figure 1 Range of Performance Served in a Third Grade Arithmetic Class

MATERIAL TO ACCOMPANY PAGE 3,
CORRECTIVE TEACHING

Situation:

There are four pupils in Mrs. McDonald's lowest reading group. Like many teachers, she uses three groups to provide reading instruction. A basal series is used and an attempt is made to supplement it with other materials and readers as is appropriate. Mrs. McDonald feels that all these pupils are making progress. What would be the minimum skill level necessary for a new pupil to function in the group? Record the information on page 3 of your materials.

Carol is the oldest girl in the group. She is always alert, responsible and seems to enjoy reading. Currently she reads about 35 words per minute with few hesitations or repetitions. She is able to recognize all of the Dolch nouns and most of the non-nouns. Word attack skills are not easily mastered by Carol. While she knows all of the consonant sounds, she has had limited success in learning the vowel sounds. She generally handles the seatwork associated with reading without difficulty after it is explained.

Robert shows little interest in doing the seatwork in reading. He completes only about 1/2 of it correctly. Since the independent seatwork always pertains to the story or word attack skills covered, limited performance would not seem to be due to inability. His reading rate is better than Ralphs, but his sight vocabulary currently is 80% of the Dolch nouns and a few of the Dolch non-nouns. Because of good auditory learning skills, he is progressing well with the vowel sounds.

Ralph is a shy boy who has a reading rate of about 18 words per minute. Even with a slow reading rate, he is anxious to participate in the reading group. He experiences difficulty with the level at this time. Ralph is a very slow worker in comparison to Carol and Robert. As a result, he completes only about 60% of the independent work associated with reading, but it is generally all correct.

Sandy is still having difficulty with consonant sounds, having only mastered the B, P, and M sounds. She is able to produce the sounds in isolation, but is unable to apply them to words that begin with those initial consonant sounds. She has a better sight vocabulary than Carol even without significant skill in word attack. Because of frequent repetitions in oral reading, her rate is about 20 words per minute. This should increase quickly once the repetitions can be reduced. She is a persistent worker and while she may seek frequent encouragement while doing the independent reading seatwork, once done it is usually perfect.

An example can be seen in the chart above. For explanatory purposes we will use a graded program again. In mathematics, the third grade teacher is able to serve children who function from second grade to the fourth grade with her current resources (time, materials, energy). Two pupils are yet to reach the second grade level. In such a case, the purpose of corrective teaching is to give the pupils the skills to function within the range of the teacher's effectiveness, in this case to design a program to increase math skills to the second grade level.

It might be said that pupils should not be in a classroom in which they can not function within the academic range of programming offered. When it is considered that the pupil may acceptably be functioning the remainder of time, the question more realistically becomes: *What other option, short of accepting the situation as unchangeable, does exist?*

An observation at this point might be that some pupils, within one year, two years or possibly never, will re-enter the range of programming offered in their classrooms. This will occur, but the suggestions regarding corrective teaching will be no less applicable. The outcome for the pupil is that the teacher following corrective teaching procedures will have implemented a goal directed learning program especially for him. The teacher will be individualizing instruction and providing a developmental program for the child, starting where he is and taking him as far as he can go.

The regular class teacher might have a greater number of pupils for whom re-entry would be possible than a resource or special class teacher. Resource and special class teachers may have such a heterogeneous population in terms of learning problems that group instruction of any size in basic skills would be unrealistic. Even though this may be true, the instructional approach within corrective teaching should have appeal to such teachers.

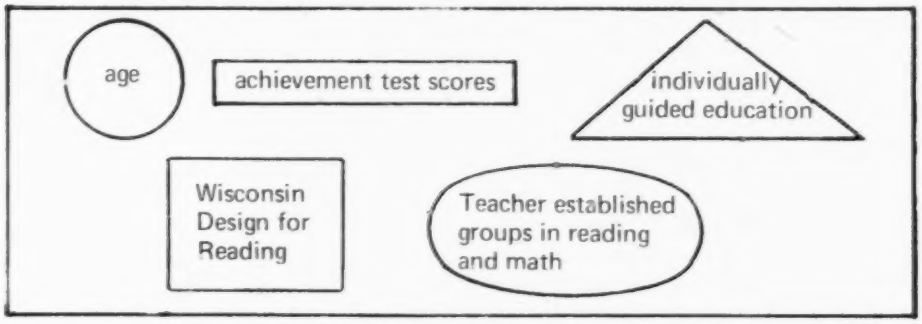
Considering only the resource teacher for a moment we can see the applicability of corrective teaching. The resource teacher has as a basic function the provision of skills that will enable the pupil to be an independent learner in the regular classroom. By isolating the skills the pupil will need to be integrated in the regular class at the point of re-entry, assessing current learner performance in those skills and developing an instructional plan to provide those skills, re-entry is more likely to occur. Unless re-entry skills are identified, there is danger that resource instruction might be moving the pupil closer to re-entry at an unnecessarily slow pace or not at all. Determining re-entry point would make it necessary for communication to exist between the regular teacher and the resource teacher which should produce additional benefits for the pupil.

Special class teachers have been resource teachers for some pupils for many years. The many situations in which the teacher has actively worked to integrate selected pupils into other classes for reading, math, science or social studies because of their ability puts them at least in part in the resource category. In such situations, looking at re-entry performance rather than having to contend with inane discussions on the ability of the regular teacher to teach a *handicapped* child would be more productive for everyone.

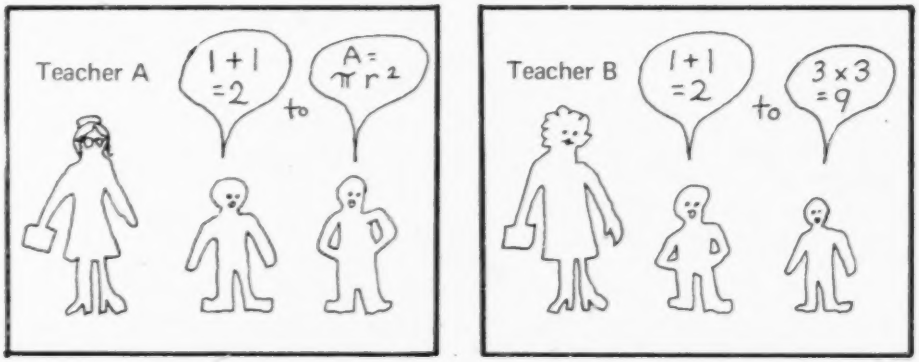
Also, the special class teacher does face a problem of shortage of time. If pupil functioning in basic skills is so diverse that no grouping is possible, then a separate program must be designed and implemented for each pupil. For such situations, the procedures in *Corrective Teaching* will be helpful to the teacher in planning and implementing those individualized programs. If the special class teacher is able to group for basic skills, then she too may have pupils who exceed the range of group programming. Then, *Corrective Teaching* would be applicable to her as it is to the regular teacher.

So far in our discussion of corrective teaching, it has been indicated that:

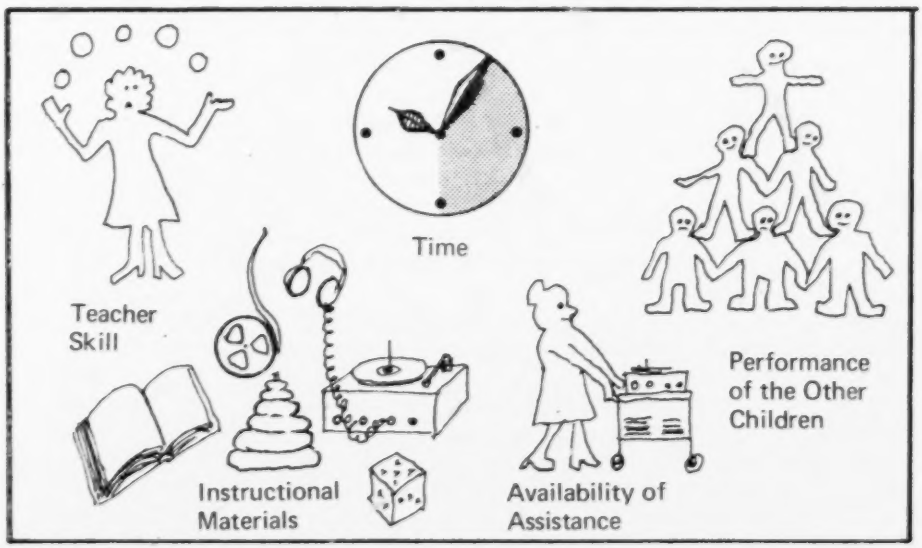
1 Many approaches have been used to group children so learning will be increased.



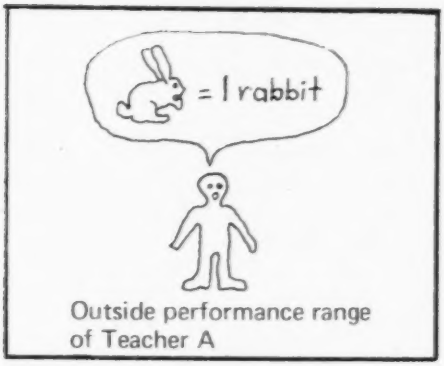
2 The range of pupil performance in a subject area that can be served differs among teachers.



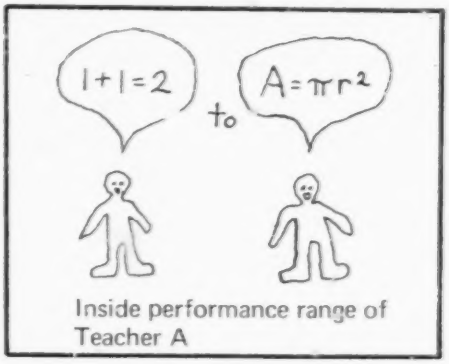
3 Many factors influence the range of pupil performance that a teacher can serve.



4 Children who do not fit the range of performance provided are in need of corrective teaching.

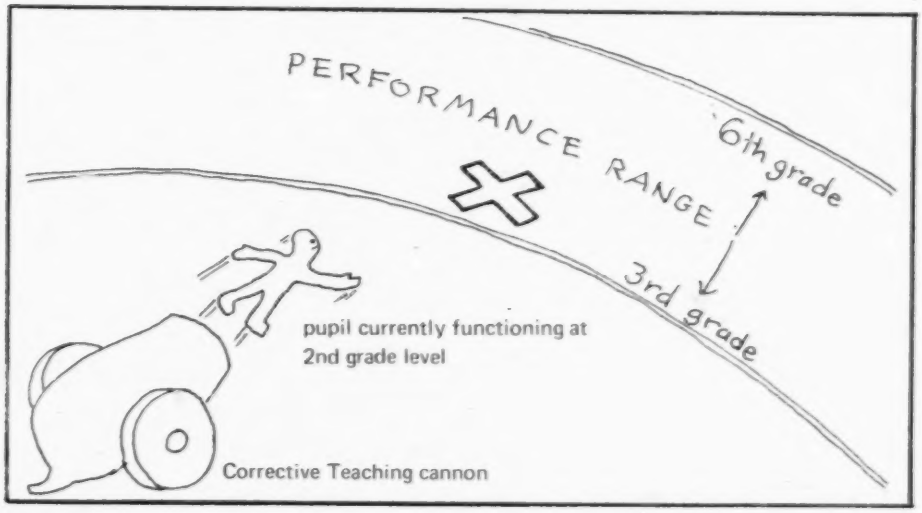


Outside performance range of Teacher A

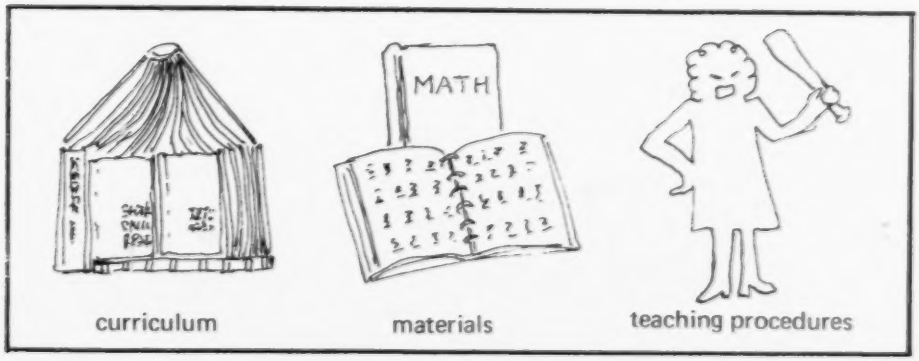


Inside performance range of Teacher A

5 Corrective teaching is intended to give the pupil the skills necessary to function within the range of performance served.



6 If many pupils need corrective teaching then there may be something wrong with:



7 Corrective Teaching is useful to:

regular teachers wanting a pupil to profit from the existing large or small group instruction

resource teachers wanting to return pupils to the regular classroom for instruction

special class teachers wanting to integrate pupils . . . or wanting to serve pupils in their own large or small group instruction

all teachers needing to develop an individualized program for a specific pupil.

2 Before Corrective Teaching

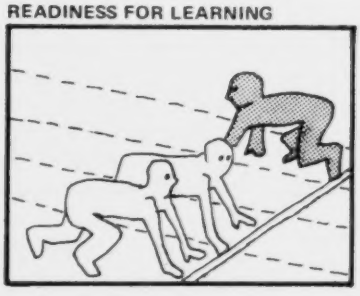
Before entering into corrective teaching the teacher needs to consider her use of basic principles of instruction. If she is applying these principles routinely then she can move into designing a corrective program. However, if some of these principles are absent from the daily instructional program, it may be of greater benefit to the learner in question to incorporate the absent principles. Attention to what is lacking might provide the necessary impetus to expand the range of instruction offered in the classroom so corrective teaching is no longer necessary. In all instruction the teacher is advised to apply these principles to maximize pupil progress.

BASIC PRINCIPLES OF INSTRUCTION

Readiness for Learning
Motivation to Learn
Active Learner Participation
Exercise
Distributed Practice
Stressing Accuracy
Sequencing of Content
Minimal Change of Learning Situation
Immediate Knowledge of Results
Reinforcement of Successful Performance
Overlearning of Content
Movement from Concrete to Abstract
Using Learner Strengths

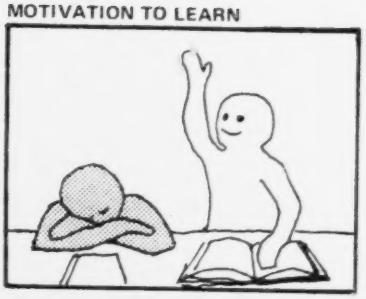
READINESS FOR LEARNING

The learner must be ready to deal with the task put before him. Readiness for a task will depend on whether or not prerequisite skills have been mastered. For example, if the learner has not developed proficiency in grouping objects by some common property, it would be premature to ask him to associate sets with a like number of objects. *Auditory Training* (SECDC, 1972) emphasizes the importance of basic skills in listening and auditory discrimination as precursors to formal reading. Critical examination of learner performance and analysis of the task to be mastered will let the teacher determine the readiness level of the pupil.



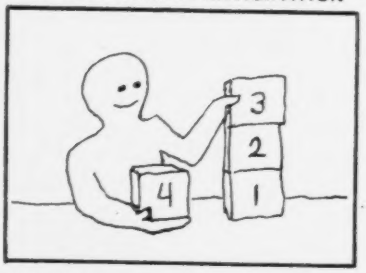
Motivation comes from within the child and is based upon a need to learn what is presented. Motivation os some children stems from a high achievement orientation nurtured by frequent success, motivation may need to be based on extrinsic rewards provided by the teacher. Ultimately, the goal is motivation based on a desire to learn what is presented.

MOTIVATION TO LEARN



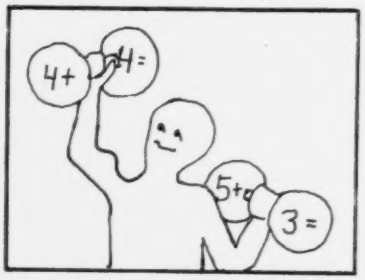
Until the learner is actively involved in the learning task, that is responding by stating answers, computing problems, grouping objects, matching words or other overt behaviors, learning will not occur. Opportunities must be given to respond often and in a variety of ways or the learner will not be able to experience the content or the teacher evaluate pupil progress. Measuring the number of pupil responses during an activity would have greater merit than measuring the duration of the activity.

ACTIVE LEARNER PARTICIPATION



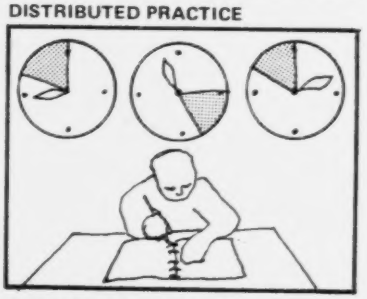
As the athlete must exercise to build up his skill level so must the student. Planned repetition provides the opportunity for mastery of the desired response. If the nature of the exercise experiences are varied, ability to accurately deal with the content in different situations is also strengthened.

EXERCISE



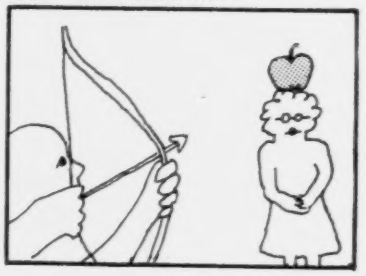
Practice needs to be distributed if the learner is to master a task. Frequently the school day is designed to provide one thirty-minute learning situation each day of the week per content area. For a pupil with difficulties, there might be greater advantage in providing three ten-minute practice, the frequency will generally need to be greater than that provided the average learner.

DISTRIBUTED PRACTICE



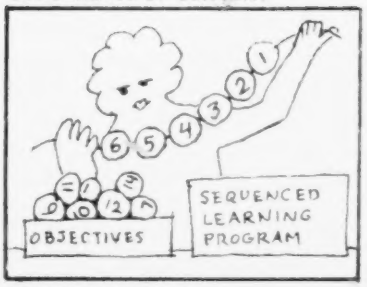
The significance of stressing accuracy in skill areas is well expressed in *Quality Math Experiences* (SECDC, 1971). Pupils with learning difficulties may assume that the goal is to complete the task, not to respond correctly to each item. Until the importance of being accurate is learned the energies of the pupil will not be directed toward achieving mastery over the tasks.

STRESSING ACCURACY



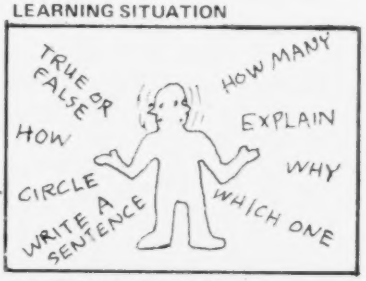
The relationship of one skill to the development of a higher level skill is most important. It is not uncommon to find children, for example, who need to learn multiplication but somehow missed mastering the concept of place value. Pursuing the higher level skill without mastery of lower level skills may cause a breakdown in the learning of the new skill being taught or other higher level skills in the future.

SEQUENCING OF CONTENT



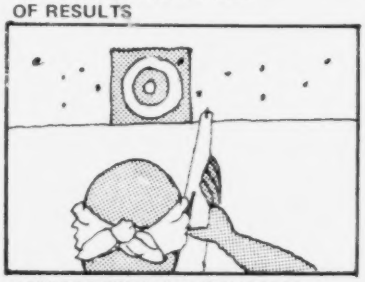
Effectiveness of learning is increased if the changes between and within learning situations are not too great. This permits the learner to establish a set in regard to tackling the tasks presented to him. While the school day requires many changes, it is possible to begin with material that has been mastered to assist the pupil in making transitions between situations. Likewise within practice situations, starting with content that the pupil can handle in the format in which the new content will be introduced will aid learning.

MINIMAL CHANGE OF LEARNING SITUATION



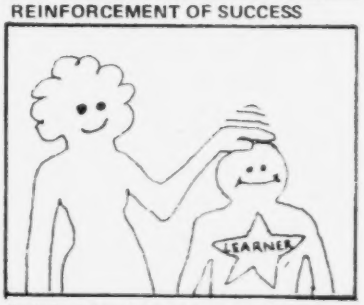
If the practice provided by the teacher is to be meaningful, the learner must have feedback on the accuracy of his results. Since incorrect response patterns frequently have been developed, delayed feedback may perpetuate errors. Knowledge of results should be given after task completion so corrections can be made. The quality of practice, based in part on the immediacy of feedback, is of prime importance in corrective teaching.

IMMEDIATE KNOWLEDGE OF RESULTS



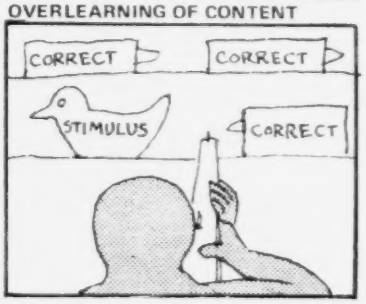
The energy and effort put forward by the learner to master the task must have some pay-off for him. The smiles, words of praise, privileges or tangible rewards used by the teacher helps the learner perservere when the going gets tough. High motivation may be based on how the teacher chooses to reinforce successful performance.

REINFORCEMENT OF SUCCESS



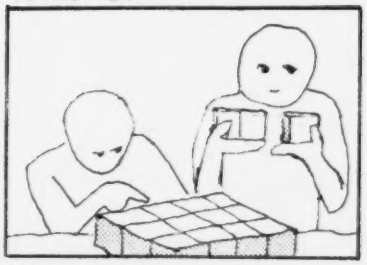
Overlearning is the practice of a task beyond the point of initial mastery. A few correct responses are not sufficient for the response to become automatic. Our skills in driving an automobile, while correct, were initially labored and mechanical. Now, with overlearning or practice beyond the point of initial mastery, we are now able to respond correctly to driving situations without analyzing all of the elements of each situation. This automatic response is what is sought from the learner.

OVERLEARNING OF CONTENT



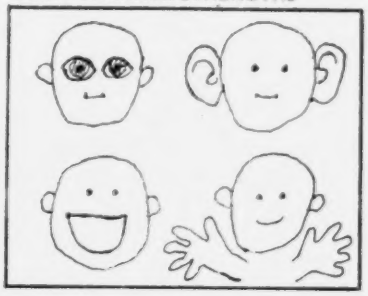
The pupil with difficulties is often unable to distinguish all the key elements in the learning situation. He is aided by using concrete materials until the principle or type of response desired is identified and practiced in a situation that he can grasp easily. Mastery at a concrete level is necessary before abstractions can be dealt with. While this principle is well known, it may be one of the most overlooked.

MOVEMENT FROM CONCRETE TO ABSTRACT



Kids learn in different ways. Some learn visually, some auditorally and some need to manipulate materials if they are to learn. Children with learning difficulties generally are not efficient print learners. Knowing how the pupil learns and devising tasks that permit him to use his learning strengths is paramount to a successful instructional design. Because some pupils are not strong in any single approach, methods that emphasize a combination of approaches are necessary.

USING LEARNER STRENGTHS



3 Building a Corrective Teaching Program

Building a corrective teaching program is not unlike any construction that is ventured into for the first time. There are directions and basic steps that have to be followed. The steps provide a sequence that is to be followed so the end result comes out like you had hoped. However, the directions and steps become more difficult and complex as the end becomes closer, requiring greater care and precision. A final step uncarefully completed will affect the appearance and utility of the entire operation. With any procedure, after a few completed uses it becomes second nature and the need for written guidelines can be discarded for good.

The process of building a corrective teaching program will not appear greatly unfamiliar to the teacher. In many respects it represents the teaching model that she may currently be using in her classroom. If so, so much the better for it will make it all the easier for her. What is different is the applicaton of the model to the task of *re-storing* a pupil to small or large group instruction in a special or regular education setting. It is this allocation of teacher energy to permit a pupil to develop or increase skills so that he may participate in instruction with others that is central to building a corrective teaching program.

- **Step 1** ISOLATE THE PROBLEM
- **Step 2** IDENTIFY PERFORMANCE NECESSARY FOR RE-ENTRY
- **Step 3** ANALYZE THE TASK
- **Step 4** WRITE INSTRUCTIONAL OBJECTIVES
- **Step 5** DESIGN THE PROCEDURE

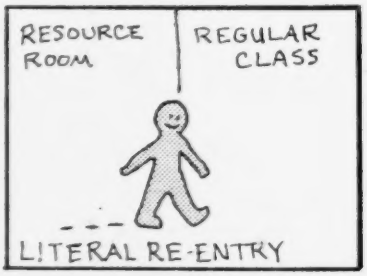
The teacher will find no difficulty with this initial step. The problem area to be isolated is the performance area that causes the teacher concern. When the teacher says, *He doesn't even fit in my lowest reading group,* she has isolated the problem area. Or when she indicates, *He functions so low in* (problem area) *I will need to design everything for him individually,* the problem area has been isolated. Generally, the problem areas that will cause teachers to be concerned are:

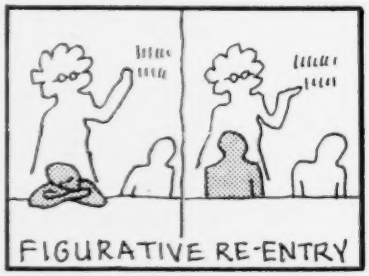
Reading	Self-help Skills
Math	Oral Communication
Listening Skills	Completion of Written Assignments

Step 1 ISOLATE THE PROBLEM
● **Step 2 IDENTIFY PERFORMANCE NECESSARY FOR RE-ENTRY**
Step 3 ANALYZE THE TASK
Step 4 WRITE INSTRUCTIONAL OBJECTIVES
Step 5 DESIGN THE PROCEDURE

Defining the performance level that the pupil must achieve to be able to function at a minimal level of success in the selected situation is the next step. At this point the teacher looks more closely at the situation to which she wishes to return the pupil.

In some situations the process of returning the pupil will be literal. Pupils who are in resource programs to strengthen their performance in reading are to be returned to the regular reading program. Or pupils in regular or special classes who because of inferior performance do their math work in materials unlike their classmates are to be returned to receiving their instruction with others. So far, returning a pupil has been used in a physical sense. We also have the pupils who have figuratively left the group instruction program because they have ceased to benefit from the materials or content. In such cases our purpose would be to re-establish the pupil as an active learner in the situation.





In identifying re-entry performance the teacher concentrates on the minimum level necessary for the pupil to benefit. The teacher might feel that special assistance would be warranted at that level, but at least he could profit from a larger amount of the instruction offered his peers. Assuming that he was profiting, more time would be available to plan the special assistance because of reducing the total amount of individually planned work for him.

Identifying re-entry point is rather abstract. To make it less abstract, the teacher can use the pupils who are benefiting from the situation but who demonstrate the lowest acceptable achievement as a benchmark. She evaluates the performance of those pupils to help identify re-entry point. In looking at those pupils the teacher considers: skills possessed, materials used, and performance rate.

Consider the following examples of description of group or class functioning. The pupil in need of corrective teaching does *not* meet these levels of achievement.

• • • • • **SITUATION 1**

A second grade class uses the Scott-Foresman program as the basal reading program. Pupils in the lowest of three reading groups have a basic sight vocabulary of at least 45 words. In oral reading, the lowest pupil reads 15 words per minute (excluding errors). Pupils are given independent seatwork associated with word attack skills three times a week, completing it with at least 80% accuracy.

• • • • • **SITUATION 2**

The Ginn program is used in a third grade classroom. Pupils who function the lowest are able to add two digit numbers with carrying, subtract without borrowing and count by 2s and 5s to 100. On computational problems, the lowest pupil can do five problems correctly per minute.

• • • • • **SITUATION 3**

In a high school special education class, the pupils can make

change up to one dollar with 100% accuracy. The situation consists of giving an amount less than one dollar that is spent with the pupil computing the amount to be returned and counting out the correct change. Time has not been a consideration.

• • • • • **SITUATION 4**

Twenty spelling words are given each week in a fifth grade class. Pupils complete at least 12 correct on the test. Also, during the week, the pupils complete exercises in a spelling book with no less than 70% accuracy.

• • • • • **SITUATION 5**

In a junior high age class of trainable students, all children can recognize their name in print (manuscript) and correctly give their telephone number on request.

• • • • • **SITUATION 6**

In a fourth grade language arts class, on selected topics, the lowest pupils are able to write three sentence paragraphs. These are made of simple sentences and correctly punctuated with capitals, periods and question marks at least 60% of the time.

After determining where the lowest pupils in the selected situation are functioning, the teacher is ready to formulate a statement of re-entry requirements. It might be that the current lowest functioning members represent the minimum acceptable level or the teacher may choose to lower the requirements. Regardless, the requirements are now set forth in a *goal statement* for the corrective teaching program.

The goal statement written by the teacher includes three basic components:

WHEN the goal will be accomplished
WHAT the pupil is going to do
CRITERIA used to determine success

Continuing with the previous situation as examples, goal statements would be written as follows:

• • • • • **SITUATION 1**

A second grade class uses the Scott-Foresman program as the basal reading program. Pupils in the lowest of three reading groups have a basic sight vocabulary of at least 45 words. In oral reading the lowest pupil reads 15 words per minute (excluding errors). Pupils are given independent seatwork associated with word attack skills three times a week, completing it with at least 80% accuracy.

WHEN	WHAT	CRITERIA
by November 12	sight vocabulary, oral reading in basal reader, complete independent seatwork on word attack	45 words from the teacher's list, 15 words per minute (excluding errors) 80% accuracy

Completed goal statement:

By November 12 Sally will have a sight word vocabulary of at least 45 words from the teacher's list, orally read at least 15 words per minute in basal reader and complete associated word attack seatwork with 80% accuracy.

• • • • • **SITUATION 2**

The Ginn program is used in a third grade classroom. Pupils who function the lowest are able to add two digit numbers with carrying,

subtract without borrowing and count by 2s and 5s to 100. On computational problems the lowest pupil can do five problems correctly per minute.

WHEN	WHAT	CRITERIA
end of second grading period	add 2 digit numbers with carrying,	85% accuracy
	subtract without borrowing, count	85% accuracy
	by 2s and 5s to 100, compute above	100% accuracy
	addition and subtraction problems	5 correct per minute

Completed goal statement:

By the end of the second grading period Peter will be able to add two digit numbers with carrying and subtract wihtout borrowing with 85% accuracy. He will also be able to count by 2s and 5s to 100 correctly and complete the above computational problems so as to correctly finish five problems per minute.

• • • • • **SITUATION 3**

In a high school special education class the pupils can make change up to one dollar with 100% accuracy. The situation consists of giving an amount less than one dollar that is spent with the pupil computing the amount to be returned and counting out the correct change. Time has not been a consideration.

WHEN	WHAT	CRITERIA
February 2	make change up to one dollar	100% accuracy

Completed goal statement:

By February 2 make change up to one dollar with 100% accuracy.

The remaining situations do not have the goal statements completed. YOU complete them. Possible components of goal statements can be found following the uncompleted goal statements. Try it, they are easy to write!

• • • • • **SITUATION 4**

Twenty spelling words are given each week in a fifth grade class. Pupils complete at least 12 correct on the test. Also, during the week, the pupils complete exercises in a spelling book with no less then 70% accuracy.

WHEN	WHAT	CRITERIA
_____	20 word spelling test	_____ words correct
	spelling book exercises	_____ % accuracy

Completed goal statement:

_____ ____

_____

• • • • • **SITUATION 5**

In a junior high age class of trainable students, all children can recognize their name in print (manuscript) and correctly give their telephone number on request.

WHEN	WHAT	CRITERIA
_____	recognize _____	_____
	verbally give _____	_____
		_____

Completed goal statement:

_____

_____

• • • • • SITUATION 6

In a fourth grade language arts class, on selected topics, the lowest pupils are able to write three sentence paragraphs. These are made of simple sentences and correctly punctuated with capitals, periods and question marks at least 60% of the time.

WHEN	WHAT	CRITERIA
_____	_____	_____
	_____	_____

Completed goal statement:

_____

_____

Possible components of goal statements from previous page:

• • • • • SITUATION 4

WHEN	WHAT	CRITERIA
any date in the future, e.g., by March 3	20 word spelling test	12 words correct
	spelling book exercises	70% accuracy

Completed goal statement:

By March 3, complete 12 words correctly on each spelling test and complete 70% of the spelling book exercises correctly.

• • • • • SITUATION 5

WHEN	WHAT	CRITERIA
any date in the future, e.g., April 15	recognize name in manuscript form	100%
	verbally give telephone number on request	100%

Completed goal statement:

By April 15 recognize name when in manuscript form and give telephone number on request at all times.

• • • • • SITUATION 6

WHEN	WHAT	CRITERIA
any time in the future, e.g., May 2	write paragraph	at least 3 simple sentences in length
	use capitals, periods and question marks	60% accuracy

Completed goal statement:

By May 2 write paragraphs of at least 3 simple sentences that are correctly punctuated with capitals, periods and question marks 60% of the time.

Why Write Goal Statements?

Formulating re-entry level and converting it into a goal statement does take teacher time. However, if the teacher is going to remediate the learning problems of children the goal that she is striving to accomplish must be identified so she can work toward it. The when, what and criteria components are crucial because:

- The *when* sets a target date. With goals that will be accomplished from two weeks to a semester away being written, if time isn't specified the target date often has a tendency to move even further away. Writing goals moves us to action.
- The *what* and *criteria* establish the purpose behind and direction of the teacher's expenditure of energy. By specifying these, the teacher is able to work toward pupil progress with a predetermined [illegible] in mind. The likelihood of restoring the pupil to the group [illegible]ed.
- Goal statements can be shared with the pupil to increase pupil initiative.
- Goal statements can be used during conferences with parents to communicate what you are doing.
- Goal statements will communicate to consultants or principals the purpose of intervention being provided.
- The goal statement will serve as a method of evaluating the intervention.

A Comment on Writing the When in Goal Statements

By looking closely at what she wishes the pupil to be able to do, the teacher should not have great difficulty in composing the *what* and the *criteria*. Determining the *when* is another issue. Setting a date at which time the pupil will have mastered new skills is certainly difficult. Here the teacher must use her best clinical judgment to determine optimum rate of learning. As the teacher acquires experience with corrective teaching the task becomes easier. Without encouraging unrealistic projection on time, it should be noted that most deadlines we establish for ourselves are seldom achieved earlier.

Predictions on *when* the goal can be accomplished will be improved by:

gathering all relevant information
getting input from other teachers
using the services of appropriate special service personnel

What if Short Range Re-entry Isn't Possible?

Two possible problems may exist for the teacher in establishing performance necessary for re-entry. The first is that as corrective teaching moves the pupil closer to re-entry, the real re-entry requirements increase in difficulty. For pupils who are not severely academically impaired, movement of the re-entry point should not constitute too great a problem. However, as the timetable for re-entry [illegible] a semester or more, the possibility of this occurring increases. Here the teacher, using her knowledge of the other pupils and the curriculum as a guide, can estimate the degree to which it will be an obstacle. The worst that could happen would be the

need to re-establish entry requirements after the first goal was accomplished. As opposed to the subtle problem of a slight shift in re-entry requirements is the problem of a pupil being so severely handicapped academically that re-entry is not remotely possible during the course of the school year. Accompanying this is what might be a fruitless task of analyzing the performance of an existing group, knowing that such performance is far in the distant. An example would be a resource teacher instructing a boy in reading who functions at the second grade level, but who otherwise would be receiving reading instruction with his fifth grade peers. Also, teachers of trainable pupils may well have a pupil population that prohibits grouping, thus no group exists with which to compare.

An alternative exists that permits the teacher to establish direction for corrective teaching in such situations. Using the problem area isolated as a reference, the teacher *hypotheses* the performance level that the pupil could reach at the end of the semester, if maximum, but reasonable progress occurred. The teacher is simply asking herself, *What do I want the pupil to be able to do in the problem area by the end of the semester?* Her response, if it has the what and the criteria specified provides the basis for writing the goal statement. It should be mentioned that by restricting the goal to no more than one semester or about 90 days keeps the purpose of the corrective teaching within sights. Longer than ninety days increases the difficulty of reasonably determining the time and what. If the goal the teacher wants achieved can be mastered in less than ninety days, then the earliest possible date of accomplishment should be used.

When the Teacher will NOT use a Peer Reference

In a primary class of trainable pupils the teacher might specify a list of expressive vocabulary words that she would want a pupil to use correctly, i.e., names of colors, names of common food, or articles of clothing.

A resource teacher for children with learning problems might wish to specify the sight words that a pupil would be able to identify.

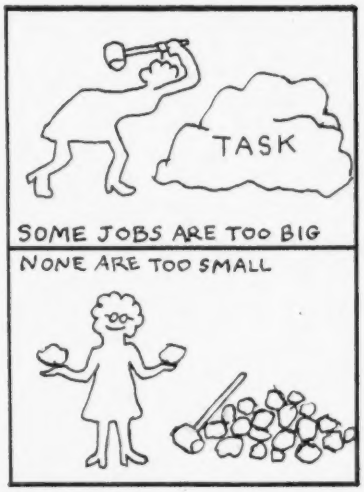
A teacher of educable pupils might wish to specify the number operations that a pupil would be able to perform. For example, for one pupil the ability to compute quickly and accurately common addition combinations such as $5 + 4 = 9$, $9 + 7 = 16$, or $6 + 8 = 14$. Or, the teacher might be concerned with the ability of a pupil to tell time to the nearest five minutes with a wristwatch.

A regular class teacher might wish to have a pupil master blends and digraphs as part of word attack skills, a skill the rest of the pupils possess.

Step 1 ISOLATE THE PROBLEM
Step 2 IDENTIFY PERFORMANCE NECESSARY FOR RE-ENTRY
● **Step 3 ANALYZE THE TASK**
Step 4 WRITE INSTRUCTIONAL OBJECTIVES
Step 5 DESIGN THE PROCEDURE

Now that the job to be accomplished is identified the teacher analyzes the task that stands before her. This is a crucial step because it will give direct guidance to the teacher in determining where to begin. In trying to help a child with problems, identifying the problem area and determining how we would like him to perform is rarely difficult. Our failure to solve the academic problem generally results from not going beyond deciding what we would wish him to do.

The goal statements are too broad to teach at one time. Thus the teacher carefully unfolds the many layers of instruction that comprise it. She is, in effect, creating components of the goal that she can easily work with. At this time, the teacher also considers the current skill level of the pupil. Rarely would the pupil be deficit in all skills related to the goal accomplishment. By subtracting the skills the pupil has mastered from those he needs to obtain, the meat of corrective teaching is established.



DOING THE TASK ANALYSIS

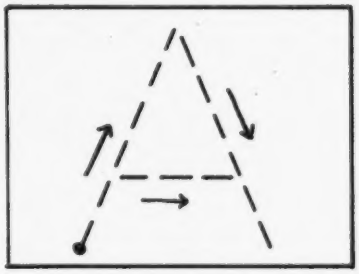
Doing the task analysis involves the breaking down of the task into its simpliest steps.

Identify the Hierarchy of Content Skills

Example: Independently setting 1 place setting of silverware with plate already in place.

1. Visual recognition of knife, fork, spoon
2. Visual recognition of 1 set of silverware
3. Placement of fork to left of plate, handle toward bottom
4. Placement of knife to right of plate, handle toward bottom, blade toward plate.
5. Placement of spoon to right of knife, handle toward bottom, bowl of spoon up.

Example: Tracing of capital A manuscript form



1. Holds pencil correctly
2. Pencil placed in starting position
3. Pencil moved upward on dotted line
4. Pencil moved downward on dotted line
5. Pencil taken off dotted line
6. Pencil placed on crossbar line
7. Crossbar completed
8. Pencil taken off paper

Example: Matching of consonant sound B with 1 of 4 pictures presented on a worksheet

1. Visual recognition of B
2. Auditory recognition of B sound when presented
3. Discrimination of words with B sound when presented orally
4. Recognition of pictures presented (sketch of ball, watch, car, dog)
5. Marking of appropriate picture with an X

Consider the Type of Response to be Made

Oral Response
- factual
  - 2 + 2 =
  - ball
  - larger
- explanation
  - the glass would hold water, the sieve wouldn't
  - the car would hit the boy getting the ball
  - the father is larger than the son because he is older
- generalization
  - containers that aren't solid won't hold water
  - going into the street without looking is dangerous
  - people grow as they get older

Written Responses
- factual
  - write
  - match
  - connect with lines
  - true/false
  - multiple choice
  - fill in the blank
  - underlining
  - write words/phrases
- explanation or generalization
  - sentence
  - 1 paragraph
  - more than 1 paragraph

Manipulation of Materials
- sorting
- arranging
- assembling

Look at the Basis of Responding Correctly
- visual discrimination - sounds, words
- visual memory - letter recognition, color recognition sight words
- auditory memory - pronunciation of words or letter sounds, information given orally
- fine motor coordination - writing, cutting, coloring, self-help skills
- understanding of key words - circle, match, below, next to, more than, less than, equal to
- following of a series of directions (oral or written), i.e., draw a line from the picture to the word, (2) color the pictures, (3) write your name on the back
- movement orientation - (1) left to right in writing and reading (2) right to left in addition, subtraction and multiplication
- speed orientation - completing seatwork within allotted time
- tolerance for quiet activity - reading, completing seatwork, attending to large or small group activities
- control of extraneous stimuli - ignoring what is seen or heard from other peers while continuing to work on task at hand
- organization of information into a sequence - formulating sentences and paragraphs, oral responses, repeating of 1st, 2nd, 3rd events in situation or story
- organization of information on page - spacing of letters, words, pictures

Example of Analysis of Task

Goal statement:

By November 12 Sally will have a sight word vocabulary of at least 45 words from the teacher's list, orally read 15 correct words per minute and complete associated word attack seatwork with 80% accuracy.

Skills Involved	Present Pupil Performance
Sight Word Vocabulary:	
discrimination of visual symbols (ability to match like symbols)	ok
expressive language, can reproduce the words correctly upon request	ok
recognition of letters	confuses the b-d and p-g
discrimination of likenesses/differences in letter combinations or words (hat-hoe; him-her; toy-toys)	looks at first letter only, not configuration of word
visual recall of the 45 words	recognizes 17 of the 45 words
Oral Reading:	
sight word vocabulary of at least 25 words from basal reader	recognizes 17
left to right movement when reading	ok
reading without repetitions	repeats about every other word
rate of 15 correct words per minute	rate of 5 correct words (unaided) per minute
Word Attack Seatwork:	
identification of sound of consonants when occur in initial and ending positions	knows b, p, l and s
learning set of identifying a picture on a worksheet and stating initial or ending sound	no
ability to follow verbal and written directions that contain: circle, put an X on, or color the picture	no
80% correct on seatwork	about 2 correct responses per page

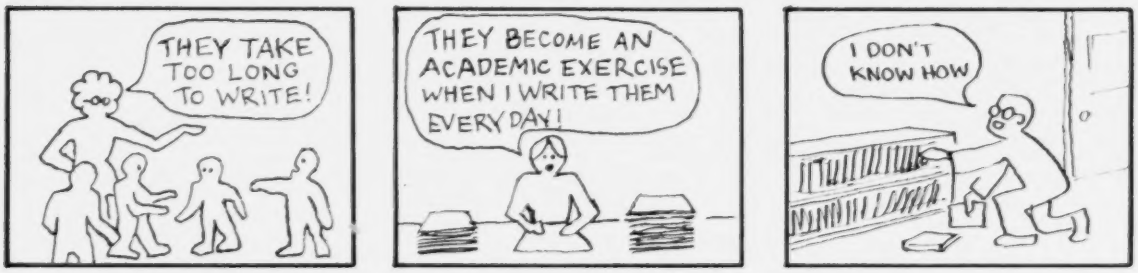
Note of explanation on the preceding breakdown:

The reviewer of the preceding material could easily be tempted to say, *The ability to reproduce words correctly upon request is too big a step! Reproduction of sounds precedes it!* There is no disagreement to the statement that there is a skill leading to the one listed. However, the teacher doing an analysis of the skills must make a decision on the degree to which she will *need* to break down the skills. Taking each skill listed to its smallest part would require a tremendous amount of time. Time which is not overly abundant to the teacher. The teacher does need to break each skill down to the smallest component necessary to analyze the requirements and assess current functioning of the pupil. Decisions on where to begin are based on the teacher's knowledge of the current functioning of the pupil. In teaching the tasks, the teacher will telescope tasks or break simple tasks down into sub-tasks as appropriate for the learner.

Step 1 ISOLATE THE PROBLEM
Step 2 IDENTIFY PERFORMANCE NECESSARY FOR RE-ENTRY
Step 3 ANALYZE THE TASK
● **Step 4 WRITE INSTRUCTIONAL OBJECTIVES**
Step 5 DESIGN THE PROCEDURE

The goal that the teacher develops in Step 2 is really what she wants the pupil to be able to do as a result of corrective teaching. Unfortunately, the goal being representative of the final destination, may appropriately reflect instruction that occurs over a period of months or the remainder of the school year. That's a long time to wait to see if corrective teaching is working. Also, the goal may be too global to help the teacher focus in on the sequence of skills identified in Step 3. The instructional objective provides short range direction and feedback to the teacher as she attempts to accomplish the goal.

Before discarding the idea of writing instructional objectives as a bad idea, let's take a look at why many teachers dislike using them.



The first two complaints about writing instructional objectives are not valid in corrective teaching. Granted, writing good instructional objectives do take time. However, in corrective teaching they are written for a time period that may extend from 5 days to 45 days in length. So, the teacher would not be asked to compose a new objective for each lesson or every day. Over a 45 day period, the time investment in writing an objective becomes insignificant. At the same time, the objective does provide meaningful feedback on pupil progress toward the objective. Because the teacher uses it to gauge the effectiveness of procedures in terms of pupil progress, it is not an academic exercise, it is a tool.

What if you don't know how to write an instructional objective? Hopefully, the examples and explanation that follows will provide sufficient insight for you to master the skill. If not, there are two other alternatives. Special education personnel, such as consultants, speech clinicians and school psychologists, are generally knowledgeable of how to write an instructional objective. In addition to your colleagues, a video-tape is available that is designed to teach the writing of instructional objectives. It can be obtained by contacting

Cooperative Network of Inservice Resources
9 Westwood Drive, Marshalltown, Iowa 50158
toll free telephone: 1-800-542-7821

The name of the film is *How to Write Instructional Objectives* (DPI, 1972)

Writing Instructional Objectives

As in the goal statement, the instructional objective also considers **when** it will be accomplished, **what** the pupil is going to do and the **criteria** of level of accomplishment that will indicate success.

In addition, there are three more components that are used in writing instructional objectives:

- **Who** is responsible for the instructional objective being carried out?
- **To whom** is the instruction going to be provided?
- How will the **evaluation** to determine accomplishment of the criteria be carried out?

Using a completed goal statement and information from the task analysis, an instructional objective for it would be as follows:

Goal statement:

By November 12 Sally will have a sight word vocabulary of at least 45 words from the teacher's list, orally read at least 15 words per minute in the basal reader and complete associated word attack seatwork with 80% accuracy.

Components of the Instructional Objective:
When: By September 28
Who: The teacher
What: Discriminate the letter b-d and g-p
To whom: Sally
Criteria: 100% accuracy
Evaluation: The teacher will keep record of percent of errors during each lesson and record in grade book

Completed Instructional Objective:

By September 28 following procedures of the teacher, Sally will discriminate the letters b-d and g-p correctly 100% of the time. The teacher will keep record of percent of errors during each lesson and record the information in the grade book.

Note the following:

- The objective moves toward goal accomplishment but doesn't necessarily accomplish the entire goal.
- The substance, or what, of the objective is determined from the task analysis already done.
- The objective determines what will be achieved, but not how it will be achieved.
- As objectives are accomplished, new objectives are written as necessary until the goal is accomplished.

It is realistic that a teacher would in many cases be working on the accomplishment of more than one objective at a time in a corrective teaching program. However, it would be important that objectives not be dependent on one another. For example, mastering of number concepts 1, 2, 3, 4, etc. would be required before work would be done in addition.

Still using the previous goal statement and task analysis the next two instructional objectives would also be appropriate:

1. Components of Instructional Objective
When: By October 15
Who: The teacher
What: State whether the beginning, middle or endings of two words are alike
To Whom: Sally
Criteria: 90% accuracy
Evaluation: Record percent correct at least 3 times a week in the grade book
Completed Instructional Objective

By October 15, Sally will state when presented two words by the teacher whether the words have the same beginning, middle or ending at 90% accuracy. The teacher will record the percent correct at least 3 times a week in the grade book.

2. Components of Instructional Objective
When: By November
Who: The teacher
What: Recognize selected words on sight
To Whom: Sally
Criteria: At least 45 words
Evaluation: A list will be kept
Completed Instructional Objective:

By November 1, under the direction of the teacher, Sally will recognize at least 45 selected words on sight. A list will be kept of the words that Sally can recognize.

Example Component Alternatives in Writing Objectives

	Example of Components	Question Answered
WHEN	by November 12 by the end of the first semester by the second parent conference after 10 class sessions	**When** *can I expect, or hope to see change in the student?*
WHO	teacher another teacher parent aide	**Who** *is going to make sure the objective is carried out?*
WHAT	recognize write read compute sort name say discriminate point spell	**What** *behavior will the student be able to perform?*
TO WHOM	Sally pupil learner student	**Who** *does the objective pertain to?*
CRITERIA	60% all at least 45 one or more	**What** *constitutes success?*
EVALUATION	recording percent correct counting frequency of behavior test at end of two weeks	**How** *will the* **evaluation** *be done to determine if criteria was met?*

These are only examples, there are still *other ways.*

Step 1 ISOLATE THE PROBLEM
Step 2 IDENTIFY PERFORMANCE NECESSARY FOR RE-ENTRY
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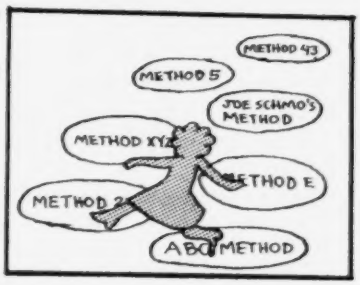
Step 4 WRITE INSTRUCTIONAL OBJECTIVES
● Step **5** **DESIGN THE PROCEDURE**

This is the last step before implementation of the corrective teaching program. At this point the teacher looks at the objective that she has just written and determines how she will achieve it. The procedure is the **HOW**. This step will be repeated as it becomes necessary to formulate new objectives to reach the goal.

The design of the procedure is crucial to the success of the corrective teaching program. The learner in question has more than likely demonstrated failure with the content at an earlier time. Therefore, it will be even more important than usual that he experiences initial success. Even if he has not dealt with the content before, his consideration for corrective teaching would indicate that his ability to learn from traditional methods is below average. From the teacher's point of view, time is at a premium. The time that she can spend working with a pupil on a one to one basis may not be great, thus the time spent must be maximally effective in producing results. From the teacher's standpoint also, the more efficient the design in producing desired pupil change, the greater will be the likelihood of successful return of the pupil to the group.

In general, the **how** or procedure that is finalized is a composite of the instructional materials and methods the teacher will use to help the learner. A well designed procedure can provide two services to the teacher: serve as a vehicle by which to achieve the objective or give feedback about what isn't effective.



Emphasis on procedure is intended to help the teacher **avoid** jumping from one procedure, method, instructional material to another.

Rather . . . design it, implement it, evaluate it -- give it a chance to work.

Examples of *What is to be Done*

Instructional Materials	**Procedure**
1. Wisconsin Design for Reading, activities for word rhyming	Follow directions
2. *Auditory Training,* SECDC (1972) Auditory Memory lessons 1 through 5	Follow directions
3. Sullivan Reading Program, Book 4	Follow directions
4. *Candy Land* game board, new game cards with consonants made by teacher	In a game situation, pupil moves spaces indicated on card by correctly giving the sound of the consonants on the card drawn. The consonant cards are used to pre-post test pupil before and after each game.

5. Multiplication facts flashcards, 1 x 1 up to 4 x 4; dartboard with problems on it	Before and after use of dartboard, a pre-post test in administrated with results charted. Pupil throws darts at board with problems on it. Scores 2 points for each correct answer. Rotate turns.

How Many/Much is to be Done?

How many or how much that is to be done is equated with the scope of each instructional session. The teacher specifies the

Quantity of Work to be Done
- number of pages to be completed
- number of problems to be completed
- number of lessons to be completed

Amount of Time to be Spent
- 5 minutes
- from completion of arithmetic work until lunch
- from arrival in morning until bell rings

The materials will determine whether the how many/much will be directed toward quantity or time. For example, if a teacher was using lessons from the Peabody Language Development Kit, it would be easier to express how much/many in terms of one lesson than time. Likewise, with programmed reading material, pages would be easier to specify than time. The number of arithmetic problems to be completed, if the pupil worked on them at various times during the day, would be easier to specify than time. The opposite is true though when one-to-one instruction or game situations are used. Indicating that 20 minutes would be spent for the pre-post test and playing the modified version of Candy Land would be feasible, specifying moves wouldn't.

How Often is it to be Done?

Next, the teacher considers the frequency that the pupil will be doing the *what* and the *how many/much.* That is, she decides how often the following will be done:

- word rhyming activities from Wisconsin Design for Reading, one activity
- selected lessons from *Auditory Training,* SECDC, one lesson
- Sullivan Reading Program, Book 4, 4 pages
- Candy Land game, 20 minutes
- multiplication fact flashcards, dartboard activity, 10 minutes

Her answers could be expressed as:

- once each day
- four times a week
- two times a day, four days a week
- once a day for first week, 3 times a week thereafter

How to Design the Procedure

In designing the procedure the teacher decides:

What is to be done
How much/many is to be done
How often is it to be done
Who is to do it

What is to be done?

The *what* is composed of the instructional materials to be used and also the method the teacher will use in working with the materials and/or pupil. In a sense, this is a recipe, just as the cook uses one in his work. The major difference being that the teacher writes her own recipe, the cook generally doesn't. While the what is crucial, it will not require the teacher to write a book each time. Many instructional materials come complete with specific instructions on the method in which they are to be used. As the teacher deviates from commercially prepared materials and creates her own, it will be more necessary to construct the teacher directions to be followed.

Who is to do it?

The teacher is the designer of the corrective teaching program. However, to bring about the child change that she is seeking does not require that *she* be the one to work with the child. The better the design for corrective teaching the easier it will be to have others implement it. Having others implement the design is not without problems, but it is important to recognize that the teacher may monitor child progress with implementation being done by someone else.

The *who* might be:

you, the teacher
college students
teacher associates
parents
high school students interested in becoming teachers
another teacher in the building
pupils in your class
the pupil himself
pupils from another class
volunteers in the schools

CORRECTIVE TEACHING PROCEDURE -- Letter Recognition: An Example

Instructional Objective:

By September 28, following procedures of the teacher, Sally will visually discriminate the letters b d and g p correctly 100% of the time. The teacher will keep record of percent of errors during each lesson and record the information in the grade book.

● *What is to be done?*

MATERIALS

Worksheet with 3 lines of b on them. Other worksheets for the letters d, p and g.
Letter cards of the entire alphabet, 10 cards of b, d, g & p.
Plain lined paper
Flash cards that begin with b, d, g, p plus others

PROCEDURE

Step 1

1. Pupil traces and completes letter b
2. Pupil sorts letters into b, non b piles (no d's included)
3. Pupil makes 5 b's on paper using visual model
4. Pupil makes 5 b's on another paper, no model
5. Given 10 flashcards, pupil orally spells words. Teacher records percent correct. Cards do not have d, p or g in them, but have b.

Step 2

Once letter b can be produced at 100% level or 3 consecutive lessons and no errors in Step 1:5, then:

1. Introduce letter d, pointing out that it has been added
2. Do Step 1:1 using the d, also have pupil make one row of b's
3. Repeat Step 1:2, use d and b only
4. Repeat Step 1:3, with d and b
5. Repeat Step 1:4, with d and b
6. Repeat Step 1:5, only use words that begin with d and b, avoid letters p and g

Step 3

When previous criteria met, go to letter g, Step 1:1, using same procedure. However, in Step 1:2 continue to have letters d and b to sort so practice is provided. Also keep some b and d words in 1:5.

● *How many/much is to be done?*
five-minute sessions--complete all of Step 1

● *How often is it to be done?*
three times a day

● *Who is to do it?*
the teacher

CORRECTIVE TEACHING PROCEDURE -- Word Recognition: An Example*

Instructional Objective:

After 4 weeks of instruction, Peter will recognize on sight 60 of the 94 Dolch picture words. The teacher will assess pupil progress weekly and at the end of the four weeks.

● *What is to be done?*

MATERIALS

Dolch picture word cards, e.g., chair, puppy
paper, pencil
teacher made sentence cards, e.g., *There is the chair. It is their chair.*

PROCEDURE

1. Select 10 words that you wish to begin with, you may wish to let the pupil select.
2. Pre-test the student on each of the 10 words at one time.

Steps 3-10 are to be done in sequence for each word. That is, do the steps for chair, then repeat them for puppy, etc.

3. Present the word and say it, the pupil is to repeat the word while looking at it.
4. 2 words are presented, the pupil is asked to point to the word named by the teacher and say it.
5. The pupil sees the word and writes it.
6. The pupil sees the word, says it and spells it.
7. The word is said phonetically and the pupil gives the name of the word. The teacher points to the phonetic elements while saying them.
8. The pupil says the word phonetically and then pronounces it.
9. The pupil sees the word, copies it, and names it.
10. The word is presented and the pupil is to name it.
11. The pupil is post-tested on each of the words as in Step 2.
12. When the pupil correctly identifies the word on the pre-test, steps 3 through 10 are omitted, but the post test is still given. After 3 sessions in which the word is correctly identified on the pre- and post-test, the word is replaced by a new word.
13. After 10 words are mastered, these words are put into simple sentence cards. They are sent home with the pupil so he can practice. Selection of words will be dependent on non-noun vocabulary.
14. At the end of each week, the teacher will do a re-evaluation of words that have been mastered to check for retention.

● *How many/much is to be done?*

Do as many words as possible in 15 minutes.
The home reinforcement should not extend more than 20 minutes

● *How often is it to be done?*

Implement twice a day, 5 days a week.
Home reinforcement should not occur more then 3 times a week unless initiated by child.

● *Who is to do it?*

Teacher will implement the program for 1 week, afterward to be conducted by a teacher associate.
Parents

***Corrective Teaching Lesson Profile A provides a workable format for this procedure.**

CORRECTIVE TEACHING PROCEDURE -- Spelling: An Example

Instructional Objective:

Mary will spell correctly at least 12 of 20 words on the spelling test given on every Friday. Her performance on the weekly test will be recorded in the grade book.

- *What is to be done?*

MATERIALS

Word cards for the spelling words
Paper and pencil

PROCEDURE

1. Pupil given a written pre-test on all words

Steps 2-6 follow one another for each word, then procedure done with the next word on the list.

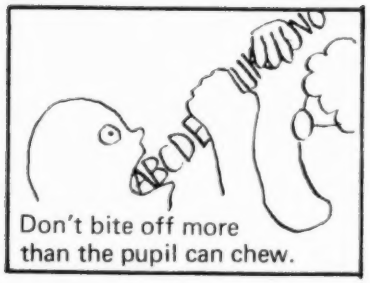
2. Pupil is presented 2 words on flashcard, asked to point to the word named
3. The word is seen, then copied
4. The letters of the word given orally, pupil names the word
5. The word is seen and copied
6. The word is presented orally, pupil spells it orally.
7. After steps 2-6 completed in sequence for all words, a written post-test is given on all words.
8. After a word is spelled correctly on 2 consecutive pre-post tests, only the post-test is used on that word.

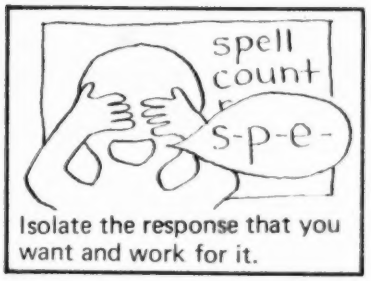
- *How many/much is to be done?*
  Do at least 10 words each time.
- *How often is it to be done?*
  Done at least once a day with *all* words.
- *Who is to do it?*
  Another pupil in the class will implement the procedure.

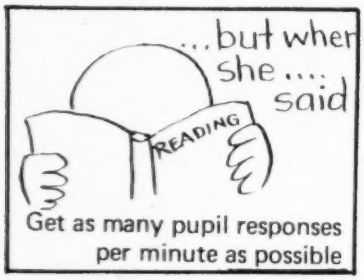
Comments on examples of procedures:

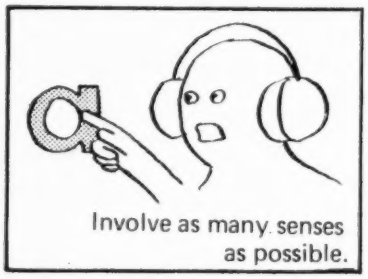
- It will not necessarily work for all pupils as designed.
- Once the procedure is designed, the teacher observes how it works and keeps with it or decides where changes are necessary. But, she does give it a chance to succeed or fail.
- In some cases it will take the pupil two or three lessons to grasp the procedure. Generally, this would not be the case though.
- The pupil is assisted if necessary in learning to make the correct response. For example, the question *does this one look like this?* might be asked in Step 2.
- The criteria established for example, making 5 bs may be increased or decreased depending on the pupil. The criteria is established to provide for sufficient practice and overlearning of content.
- The pupil is reinforced for success!

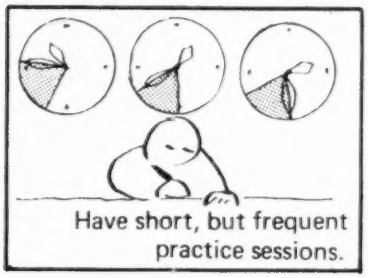
Secrets of developing a successful procedure for corrective teaching:

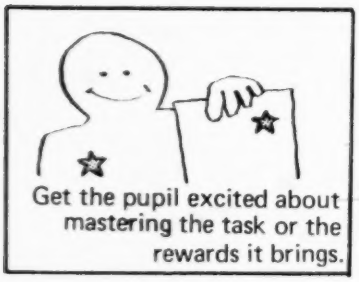


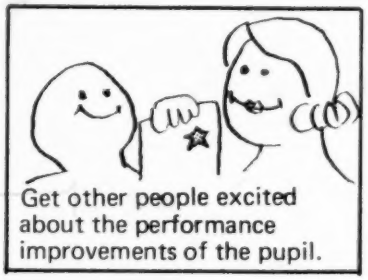


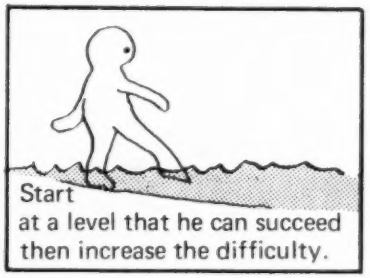












Keeping Score -- A Part of the Procedure

Keeping track of the performance of pupils in corrective teaching can present a problem. At the same time knowledge of a child's progress is crucial to good decision making and to the incentive of the child. It becomes even more important if someone else is doing the work with the child because without feedback on the specific responses of the pupil, only verbal impressions are available.

Such phrases as:	Leave the teacher thinking:
He seems to be improving. Fine! Great progress! O.K., I guess. I'm not sure. Today wasn't too good.	I wonder how he's really doing?

A good record keeping system also lets the teacher see many lessons in perspective and not be swayed by one lesson that was very good or very bad.

There are three basic formats that can be used to keep track of pupil progress:

Corrective Teaching Progress Profile
Corrective Teaching Lesson Profile A
Corrective Teaching Lesson Profile B

These charts are placed at the end of this section on single sheets so they can be reproduced. Each chart could be used with a number of different types of corrective teaching programs.

The first format is the Corrective Teaching Progress Profile (page 34).

In looking at the chart the teacher will want to observe:

On the left is a statement of the measurement being used.

A blank is left because the teacher can fill it in to indicate:

percent correct
correct responses per minute

Words read per minute, simple addition problems completed per minute, letters or words written per minute are examples of correct responses per minute. It should be noted that the chart is made to reflect behavior that occurs less than one per minute as do some charts. Most academic behaviors will occur more than one per minute as do some charts. Most academic behaviors will occur more than one per minute during the specific instructional period designed to elicit the specific response. For the behaviors that occur less than one a minute the teacher could record the number of times that it occurred. For example, questions asked during social studies or responses made during language arts class, or the correct use of selected words. It could also be used to record social behaviors that the teachers might wish to record such as times out of seat, refusals to participate or annoying other children. The teacher concerned about social behavior of children might want to review *Modifying Behavior,* SECDC 1970 and *Helping Willie Wantoo,* SECDC 1972. Recording the number of behaviors can be done with this chart, but not the rate of occurrence.

Just below the bottom of the chart is a place for the teacher to designate the month, day and year that information began to be recorded on the performance of the pupil. Since there are 30 columns, the teacher is able to record the performance of 30 days or lessons depending on which is being used. It is assumed that these recordings would be continuous and identification of month and day would permit the teacher to look back at the performance on a given day if the need arose. When pupils are absent the teacher would leave the column blank for that day. This would give her a visual check on interruptions. This is important to insure that a potentially effective design is not aborted because the pupil has not used it on a regular basis.

The last part that would need explanation is Description of Tasks. The teacher simply describes in a couple of words the content that is being worked on. For example, recognition of selected sight words, auditory discrimination of selected sounds, correct use of commas and periods, words read per minute and so on. For a more precise description the teacher could refer to her information on goal statement, analysis of task, instructional objectives or procedure.

Whenever possible let the pupil chart his own performance. It may cause him to work even harder.

The second format is Corrective Teaching Lesson Profile A. This record keeping format is helpful in keeping track of the responses a pupil makes in a procedure that has a number of steps. For example, the procedure discussed earlier on teaching sight and spelling words lends itself to such a format. This format and design are shown on page 35.

As can be seen, the teacher can score the response on each step for each word. The steps followed are stated at the top and the words to the left. Such scoring will help the teacher determine if a step is unnecessary and should be eliminated. It may also give the teacher information on steps that should be broken down into steps or occur more than once in the design. For example, for a specific pupil it may be desireable to have him hear the word and write it near the beginning and also near the end of the procedure.

Any method of scoring could be used to indicate a correct and incorrect response. Since concern exists over change from pre-test to post-test performance, space is provided for that computation.

The profile provided for removal and duplication has space for 10 steps and 20 content items. Steps or content items could be added. If steps or content items aren't needed, they would be left blank.

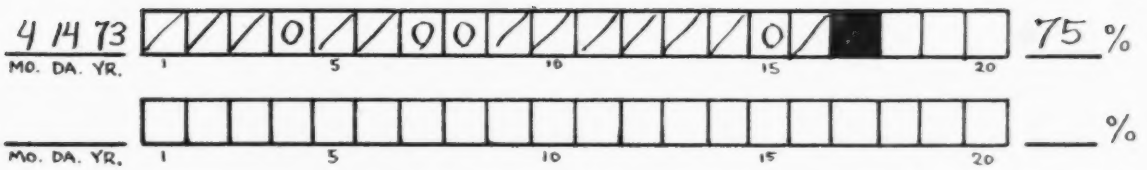
The third format is Corrective Teaching Lesson Profile B, shown on page 36.

This format is useful in recording the accuracy of a pupil to a single step procedure. For example, a teacher working with a pupil on selected math facts with flashcards could record the number of correct and incorrect responses made to the set being used. It could also be used for checking sentences read without error, words recognized, colors named, consonant sounds given when presented the word orally, correct labeling of pictures and so on.

The teacher, using this procedure could replicate the lesson *if* she presented the stimulus materials or words in a predetermined fashion, such as listing the order in which the math flashcards would be used. To analyze the child's performances when someone else presents the material, this would be absolutely necessary. It would require that a simple list be developed or abbreviations written on the profile ahead of time. It would seem that a list would be easier if the content would be presented a number of times.

Profile B has the advantage of letting the teacher review many responses at one time. It also provides an opportunity for easy computation of percent correct. The teacher, if she timed the length of the sessions, could also look at the number of correct responses per minute or sessions, if they were of the same length.

If the teacher used this format, she would want to blacken the square after the last response and begin with a new row the next lesson. For example:

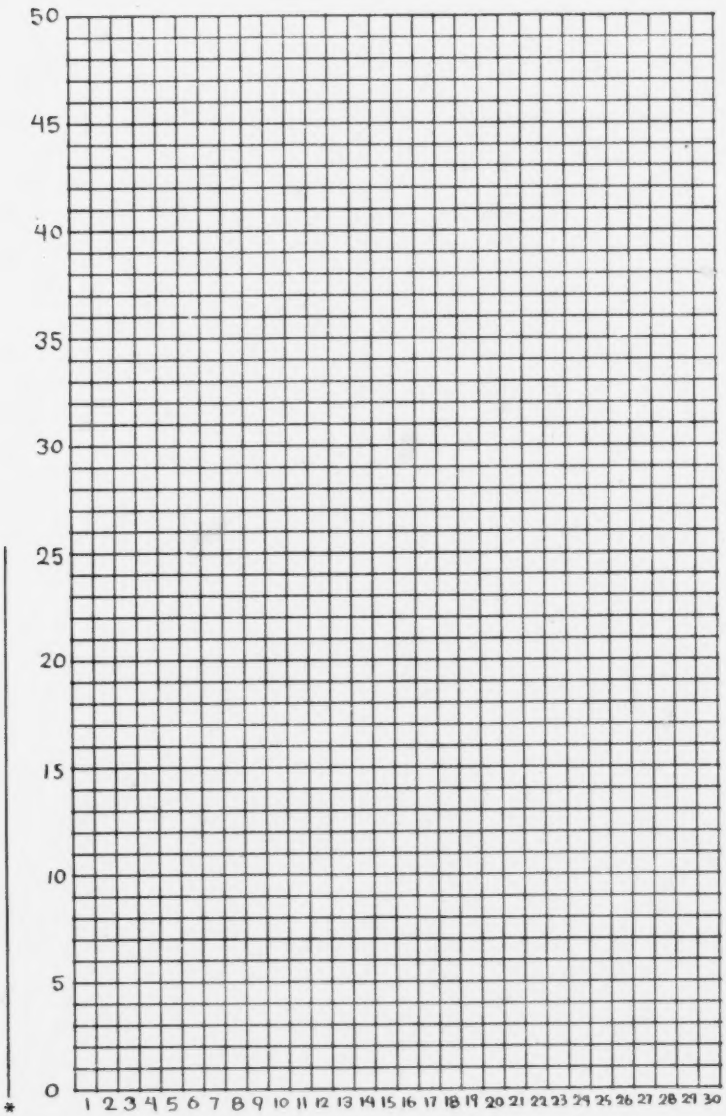


If the task changes the teacher will need to use a new profile sheet or indicate that such a change has taken place. Unless such is done, it could appear that the pupil's accuracy level decreases all of a sudden.

The Pay-off When you Keep Score

You have specific information with which to make decisions.
You have specific information to share with the principal, consultant, psychologist, or parents.
Someone else can work with the pupil and YOU still know what took place.
THE PUPIL GETS FEEDBACK ON HOW HE IS DOING!

CORRECTIVE TEACHING PROGRESS PROFILE



___ ___ ___
mo da yr

Pupil's name _____

Teacher's name _____

Description of tasks: _____

*Fill in with measurement used.

CORRECTIVE TEACHING LESSON PROFILE A

pupil _____

task _____ date _____

Item	STEPS: pre-test	discriminate	seen -- copied	letters given - he names words	seen - copied	word heard - spells orally	post-test			
catch										
watch										

pre-test _____% / = correct

post-test _____% O = incorrect

CORRECTIVE TEACHING PROFILE B

pupil _____

task _____

mo da yr ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ___%

mo da yr ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐ ___%

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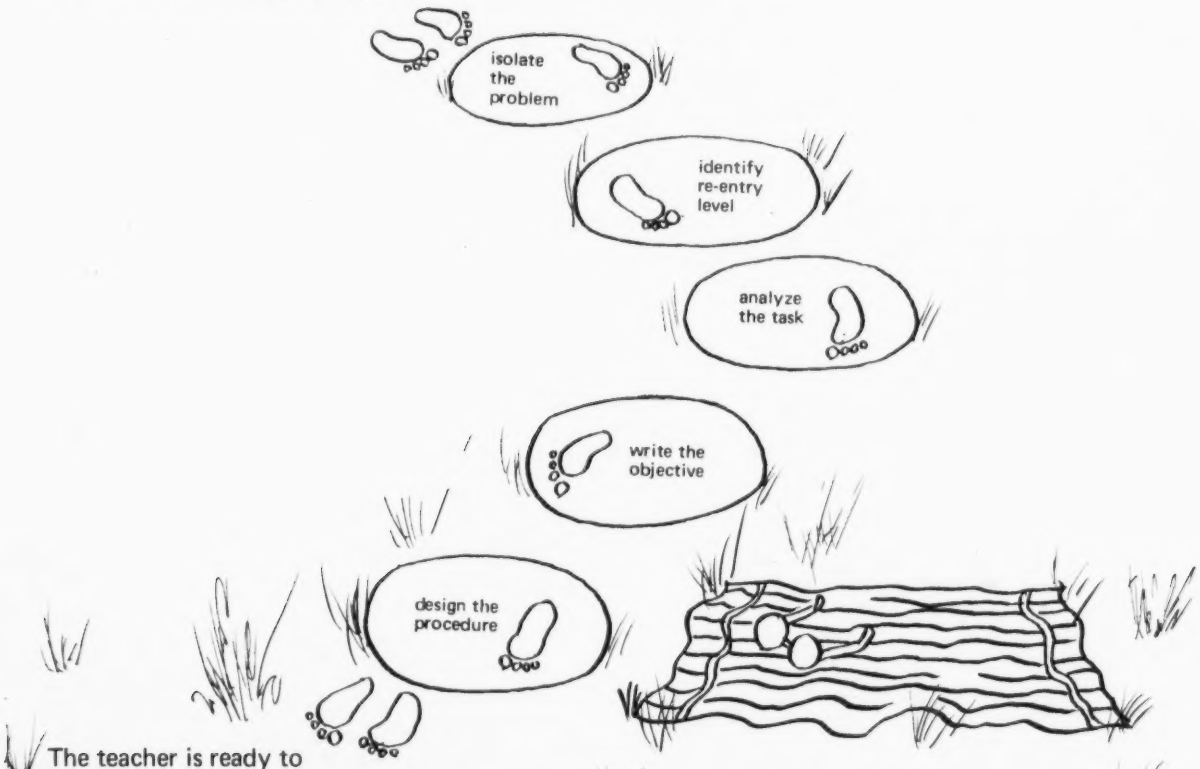
total ___%

Once the steps are completed



The teacher is ready to

implement corrective teaching

But, it may be necessary to . . . .
re-analyze the task
re-write the objective or write new objectives
re-design the procedure or design procedures for new objectives . . . along the way

4
Implementation Alternatives

As with any planning, implementation is the goal. The corrective teaching program designed by the teacher can be implemented in one of three ways:

- The teacher can do it all herself.
- The teacher can implement it, but use the services of others.
- The teacher can have all of the instruction done by others with her monitoring the program.

The significant difference in the implementation alternatives is the amount of time the teacher will be devoting to the direct instruction of the pupil. No implementation method will be devoid of demands on the teacher for some commitment of time. However, the alternatives make differing requirements on the teacher for time.

Implementation by the Teacher

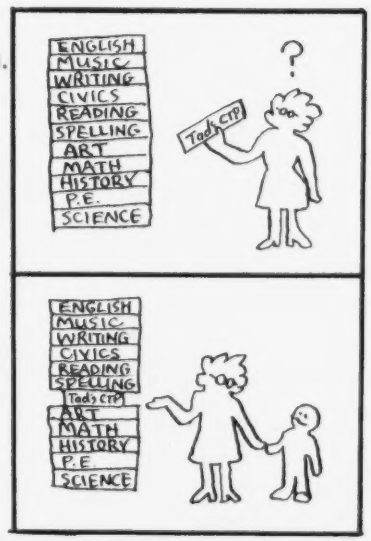
Whether the teacher is implementing the entire program or only part, some juggling of her schedule will be necessary if the needed time is to be found. In creating the extra time the teacher may increase the instructional day or rearrange the existing program.

Increasing the instructional day

In some settings, conditions might lend themselves to increasing the amount of instruction offered during the day. This would include:

- -using the time period between when the learner arrives and the opening of school.
- -using the time period between the end of the school day and the time the pupil catches the bus or would ordinarily leave.
- -after school arrangements for extra help.
- -using a volunteer or teacher associate to assume non-instructional duties so the teacher's time to provide instruction is increased. This could include everything from opening exercises to playground to lunchroom responsibilities.

If the time during the day cannot be increased, then the other alternative would have to be considered.



Rearranging the current program

If stretching the day to increase instructional time does not work, some juggling of the current instructional program will be necessary. To do this, the teacher will have to make decisions on the priorities for the child in need of corrective teaching, priorities for the entire class and ways to systematize her current program.

In doing this, the teacher would have to ask:

- What areas of instruction could best be temporarily eliminated or reduced for the pupil needing corrective teaching? For example, time currently allocated to art, music, p.e., social studies, or library might be suspended to permit time for corrective teaching. It should be apparent that a close examination of the needs and interest of the pupil is necessary if this is to be done.
- In what groups or subjects in the current program could the class function independently for an extra few minutes so the corrective teaching could be done? For example, the teacher might find that the math class could work independently for another five minutes, thus creating extra time. Or, the top reading group could meet for a shorter period of time each day or meet three times a week instead of five. Or, a teacher might decide after re-examining her reading groups that three reading groups would be as effective as the four being used. Media might also be used, such as a tape recorder, to permit pupils to function more independently so corrective teaching could be done.

The teacher wishing to review information on different ways of increasing the amount of instructional time without increasing the length of the day would want to review *The Trainable Child: Preparation for Life* (SECDC 1971). The ideas presented are not restricted to classes for trainable children, but are appropriate for every type of classroom.

Using Others to Help Implement the Program

It is because the teacher does not have a great deal of latitude in increasing or rearranging the day that she would logically look to others for help. This assistance might be a supplement to her efforts or constitute all of the corrective teaching for the pupil. The teacher needs only to survey her surroundings to identify individuals who might be available to work with the pupil. All options would not be available in every case, but some of the following would always be present.

- teacher associates
- adult volunteers
- parents
- other teachers in the building
- high school students
- other pupils in the class
- pupils from other classes
- college students

Using these resources require an investment on the part of the teacher using them. If they are to do the job for her, they must be oriented to the task that they are to perform. Just telling resource persons what they are to do is not enough though, for they may nod their head because of not wanting to admit that they are confused. Thus, the teacher would want to:

- DESCRIBE WHAT IS TO BE DONE
- DEMONSTRATE WHAT IS TO BE DONE
- HAVE **THEM** DEMONSTRATE WHAT IS TO BE DONE
- IF NEEDED, OFFER SUGGESTIONS AND HAVE THEM DEMONSTRATE AGAIN

Where procedure, record keeping or the use of reinforcement are important, it is crucial that the helper do them correctly. And if the program is well designed it will be important that they be done correctly. As the person helping you works with the pupil the first few times, you may wish to observe the instruction for a few minutes and meet with the person afterward to see if there are questions or to offer suggestions. Once the program is under way, information on the performance of the pupil will help you decide when observations or conferences are needed. A re-orientation will be necessary each time changes are made. As a teacher becomes experienced in working with specific resource persons, orientation to new procedures will become easier.

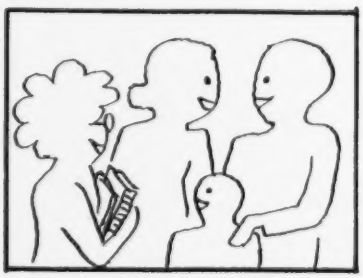
Among the resource persons available would be other pupils in the classroom or school. There are some obvious limitations in the demands that could be placed on these helpers. This becomes more true as younger children are used. As a result, the design for eliciting pupil responses must be simplified. For example, flashcards on factual information could be used more to advantage than the lesson format from a language program. Also, monitoring pupil progress might have to be done by the teacher herself on a periodic basis rather than expecting the pupil to keep score on each session. Procedures that use stimulus cards, pictures or game approaches lend themselves to implementation by younger children. Some helpers, by the time they are in the fifth or sixth grade, may be able to do anything that is required of an adult.

Generally, in using the assistance of others:

- Recruit someone who will be able to assist on a regular basis.
- Prepare them to do what is expected of them.
- Minimize discussion of the problem of the child or the overall purpose of the program--that won't help the individual.
- Start the resource person at a level where the pupil is highly successful--it will be good for both of them.
- Monitor what is being done closely until it is being done correctly by the implementer and the pupil.
- Let your helper know that you appreciate the assistance.

Working with Parents

The importance of the parents in corrective teaching warrants a separate discussion of their possible roles. Undoubtedly, you have had experience with or heard of parents that just could not be worked with. While this may be true in some cases, there are the overwhelmingly larger number of parents who are interested in their child and greatly concerned if he is having problems in school. The most effective way of involving any set of parents will have to be determined by the teacher.



Parents can be involved in corrective teaching in the manner just described. If that role is used the considerations previously mentioned would hold true for them also. However, the teacher may not wish the instruction to be implemented so far from her supervision. In that case, the parents could serve to provide guided practice over content the pupil has learned at school. As you recall, two of the principles of instruction are practice and overlearning.

If the pupil is going to be able to recall the information later, he must practice the task beyond the point where he is correct a few times. And because his peers function at a higher level, the usual overlearning that would routinely occur in the classroom generally would not be available. The parents can serve as a valuable resource in this practice-overlearning function.

In using the home as a resource to strengthen what has been learned in the corrective teaching program, there are some basic strategies. The first strategy is having the pupil perform the same activity as the one done at school or a simplified version of it. That is, if the learner is to write spelling words, recognize words by sight, provide vowel or consonant sounds, do computation mentally or on paper that same activity would be done at home. The main difference would be that the pupil has already been exposed to the content and is performing it correctly at about an eighty-five per cent level of accuracy. Thus, it can be seen that the teacher is building in the opportunity for mastery and at the same time insuring that the home program will be a positive experience for everyone--pupil and parents.

PARENTS PROVIDE PRACTICE AND OVERLEARNING.

The significance of the home program is worthy of discussion because of its potential importance to successful corrective teaching. Children who have been unsuccessful in arithmetic or reading frequently develop a failure set and an aversion to truly investing their energy and ego in an attempt to perform well. This is reasonable in that for them frequent failure is akin to punishment and a technique for avoiding punishment is to avoid the situation in which it occurs. Also, for many children academic failure in a specific area has created less than a positive view of the child as a learner from the perspective of the home. Any corrective teaching program should provide specific feedback to the child so that he will begin to see himself as a learner. However, added impetus is given to the program if the child's progress becomes important to the home and the parents begin to get positively involved in the new success of the child. The child not only sees the tasks that he performs as a challenge that can be mastered, but is also is an opportunity to demonstrate how well he can do to his parents. At that point the corrective teaching program becomes the property of the child. He enjoys his success as a learner and wants it to continue.

To insure that the potential outcome from home involvement is realized places some requirements on the teacher. The first requirement is that a corrective teaching program is designed, implemented and that it be working before the parents are involved. By operating the program for a week or whatever period of time necessary to accumulate a repertoire of correct responses, the liklihood of the home program being successful is near the 100% level. Once the child is performing at a level where successful home involvement is possible, a commitment must be made not only to establish contact with the home but to continue the communication. No one will be happy if it becomes an on-again-off-again type of arrangement. Notes, weekly telephone calls or scheduled conferences can all serve to keep the channel of communication open. Also, once what is to be done at home is

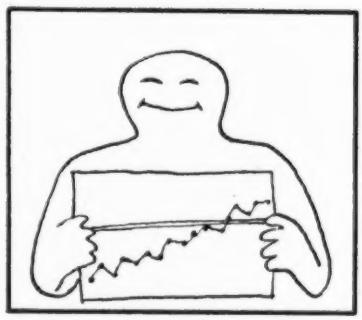
established it should maintain itself with little difficulty until change is necessary. However, once a teacher chooses to work with parents to help their child and they observe progress, it is not a relationship that they will willingly discontinue.

To this point the parents have been discussed as a active participant in the corrective teaching program, active in that they are implementing part of the program or providing opportunity for practice and overlearning. Recognizing that these roles may not be able to be filled by all parents, there is still another role. That role is simply encouraging the pupil in his efforts in the corrective teaching program. For that role to be filled the parents have to be informed about the progress of their child which means the teacher will have to initiate contact with them. For some parents, this could be the first teacher made contact about successful achievement of the child. Continued teacher-home communication and the creation of a school related topic that could be discussed positively helps to make the corrective teaching program worthwhile to the pupil. It may also lead to future involvement of the parents in a more active role.

5 Evaluating Effectiveness

Of all the professional roles of the teacher, perhaps one of the most critical to pupil learning is evaluation of pupil progress. Unless that role is actively undertaken, energies devoted to increasing academic performance may not result in any real difference in the school success of the pupil. Teacher attention can be inadvertently directed toward attractiveness of materials, mechanics of the program, smoothness of working with parents and so forth. While these *are* important, they are not ends in themselves.

In evaluating a corrective teaching program it must be remembered that corrective teaching is based on the premise that if the pupil is provided skills in which he is deficient, he will be able to re-enter a selected aspect of the instructional program in the regular or special class. Ultimate evaluation then must be based on whether with or without supplementary assistance, the pupil can function in that setting. *Only by returning the pupil to that setting can the ultimate outcome of corrective teaching be evaluated.* An exception to that would occur in instances where return of the pupil to a group setting was not an immediate purpose. In such cases, evaluation would have to be based on whether or not the pupil mastered the skills determined appropriate for him.



Evaluation - What? Why?

Evaluation is a term often given many different meanings. In corrective teaching it is simply comparing pupil performance desired by the teacher with the actual performance of the pupil. When the comparison is made there could be total agreement between teacher expectations and pupil performance or disagreement with pupil performance being higher or lower than teacher expectations. An important thing to note is that results from the evaluation are not positive or negative. The value judgment attached to the results must be supplied by the teacher. This is based on the realization that performance levels specified by the teacher at an earlier date could have been too high or too low. Thus, evaluation is meaningful *only* when the teacher provides an interpretation to the evaluation results. As a teacher becomes more accustomed to projecting individual performance levels and with a specific child, greater congruence should be seen between teacher expectations and pupil performance.

It is what the teacher does with information acquired from the evaluation that counts. Collecting information without using it for instructional decision making turns the entire process into a mechanical exercise. Conversely, making instructional decisions without information from evaluation is at best a hit and miss approach. The kinds of decisions the teacher might make from her interpretation of evaluation results would be, for example, to change materials, increase the number or duration of practice sessions, alter the type of response required of the pupil from oral to written, to work with the pupil herself rather than having others help, or continue with the current design. It should be indicated that the decision not to make modifications is just as important as decisions to make modifications.

Points at which Evaluations are Done

Even though the ultimate purpose is to reinstate the pupil as a learner in a selected setting, evaluation occurs much earlier and is continuous rather than a procedure done once. The necessity for early evaluation is apparent. To wait four months to reach decisions on effectiveness could result in a tremendous waste of time for everyone. Thus, evaluation starts with the smallest unit of corrective teaching and progresses to the largest unit.

The **effectiveness of the procedure** is the first point of evaluation. Here the teacher interprets pupil performance on the procedure to determine if progress is occurring. For example, the teacher might compare pre and post test scores over a week to see what change has occurred. Based on pupil performance related to the objective that is being strived for, decisions to modify the procedure would be made. As mentioned earlier, caution *must* be exercised in changing the procedure before the pupil understands it.

The second point of evaluation is **the objective.** Here the teacher simply determines whether or not the pupil has reached the objective. If not, the teacher would be faced with such decisions as: (1) to continue with the same procedure to accomplish the objective but just to extend the time period, (2) to begin to work on additional objectives, or (3) to accept current functioning as acceptable even though the objective has not been met. If the objective has been accomplished, the teacher is confronted with decisions on which objective or objectives to initiate next and whether or not to use the same general procedure if it is applicable. Evaluation of objectives and accompanying decision making would continue until all objectives related to the goal were completed.

The third point of evaluation is **the goal.** This is a major evaluation point in that the goal supposedly will give reasonably reliable information on the ability of the pupil to be re-entered into a selected group. Here the date of accomplishment, the performance areas and criteria for performance would be evaluated. In some cases, the teacher would decide that the pupil's skills have not increased sufficiently for him to be returned to the group setting and the special help is to be continued. In other cases, the teacher might find that the pupil only approaches mastery of the goal, *but* she wishes to try re-entry because likelihood of success

seems great. Flexibility in making that type of decision is important as there are numerous variables related to successful re-entry, some of which would be more crucial to re-entry than others. Also, even with the most sophisticated attempts at preciseness, a social setting such as a group is dynamic and prohibits total exactness.

The final point of evaluation is **the selected group setting to which the pupil has been returned.** Here the teacher looks to see if the pupil is able to perform at least at the same level or reasonably close to the same level as the lowest functioning member of that group. Many pupils may need supplemental assistance as they are returned to the group setting. The reason could be either the need for continued academic remediation or the personal support that the pupil desires. In the latter situation a phasing out of supplemental assistance at school could be done with possibly assistance at home being continued. The crucial point is that at the re-entry level, as throughout corrective teaching, the teacher is a decision maker and evaluates so that she can make the best instructional decisions possible.

6
To Make Corrective Teaching Easier

1 Materials are an important part of corrective teaching, use the resources of your Regional Educational Media Center.

2 While at your Media Center, use the Prescriptive Materials Retrieval System (Select-Ed System) to locate appropriate materials available at the building level.

3 Previous SECDC documents will be helpful. They are available at your Media Center.

4 Consultants, psychologists, clinicians and other special service personnel can be of great help -- USE THEIR SERVICES.

5 Social skills are important for re-entry also, don't overlook them.

6 For good returns -- Invest in Planning.

7 Likelihood of successful re-entry is aided by keeping the pupil with the group in performance areas in which he is successful.

8 Don't expect short term miracles -- the more severe the learning problem, the more difficult the remediation.

9 Implement the procedures first over a small time period and with a mild problem, that will give practice and feedback to you. Your success is important, also.

7
References

Karnes, Merle B., & Zehrbach, R. Reid. Flexibility in Getting Parents Involved in the School. *Teaching Exceptional Children,* Vol. 5 No. 1, (Fall, 1972), 6-19.

Benson, Jo, & Ross, Linda. Teaching Parents to Teach Their Children. *Teaching Exceptional Children,* Vol. 5 No. 1 (Fall, 1972), 30-35.

These two articles deal with involving parents in the school program to increase the learning of their children. Specific examples of using parents to work with their children are given including the format used by the authors. An extensive bibliography provides a starting point for anyone wishing to research further the use of parents in school programs.

Beker, Wesley C.; Engelmann, Siegfried; & Thomas, Don. *Teaching: A Course in Applied Psychology.* Chicago: Science Research Associates, Inc., 1971.

Haring, Norris G., & Phillips, E. Larkin. *Analysis and Modification of Classroom Behavior.* Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1972.

Valett, Robert E. *Modifying Children's Behavior, A Guide for Parents and Professionals.* Palo Alto, California: Fearon Publishers, 1969.

The three references above provide good sources for the reader wishing to obtain more information on the concepts inherent in the teaching approach discussed in this publication. The publication by Haring and Phillips would have greater direct application for those interested in academic functioning. Valett provides material more applicable for use with parents and volunteers although its emphasis is more social than academic.

U.S. Office of Education. *Correcting Reading Problems.* Putting Research into Educational Practice Report No. 4, (ED 034 080).

U.S. Office of Education. *Research on Elementary Mathematics.* Putting Research into Educational Practice Report No. 11, (ED 030 017).

U.S. Office of Education. *Treating Reading Disabilities.* Putting Research into Educational Practice Report No. 5, (ED 034 081).

Corrective Teaching would most often be used with children with learning problems in the areas of arithmetic and reading. Crucial to successful corrective teaching is a teacher knowledgeable about procedures in those two content areas. The above documents provide in relatively brief form the most current research information on the topics of reading and arithmetic. They are

written specifically for the professional in the field. They are available on loan to Iowa teachers from their Regional Education Media Center. Also, most centers are able to provide the information on microfiche (a simpler form of microfilm) when requested by the letters and numbers shown in parenthesis. Teachers and students would also be able to secure the material on microfiche at Drake University (Des Moines), Iowa State University (Ames), University of Iowa (Iowa City), and University of Northern Iowa (Cedar Falls) libraries.

Eden, Kathleen; Green, Jean S. and Hansen, Janice. *Auditory Training: A Guide for Teachers of the Handicapped.* Des Moines, Iowa: Iowa Department of Public Instruction; Iowa City: U of I SECDC, September 1972.

Frank, Alan P. *Classroom Interest Centers.* Des Moines: Iowa DPI; Iowa City: U of I SECDC, December 1971.

The above SECDC documents would seem to be most helpful to the teacher undertaking corrective teaching. Both documents provide specific programs that can be used with children with learning problems, thus requiring a lesser investment of teacher time in designing the remedial activities. Another SECDC publication, *Improving Visual Skills* (March 1973), would also be helpful to the teacher. Teachers not having personal copies of previous SECDC materials may borrow these from their Regional Educational Media Center.

SECDC. *Language Development Activities for the Educable Mentally Retarded.* Des Moines: Iowa Department of Public Instruction; Iowa City: SECDC U of I, April 1970.

SECDC. *The Trainable Child: Preparation for Life.* Des Moines: DPI, Iowa City: SECDC, October 1971.

Mock, Sherry. *Improving Reading Comprehension.* Des Moines: DPI; Iowa City: SECDC, April 1972.

The three SECDC documents above do not offer remedial programs as do those previously mentioned. However, they do offer specific activities from which the teacher might choose in developing her own remedial program. *The Trainable Child* offers suggestions on organizing the classroom environment to increase teacher time and on using the home as a resource; content is also applicable to teachers working with higher functioning children. These may also be borrowed from the Regional Educational Media Centers.

Dublinske, Stan. Instructional Objectives in Speech Pathology. *Journal of Iowa Speech and Hearing Association.* Polk County Board of Education, Spring 1971, 15-21.

This reference is unique in that it is a learning package designed to teach the writing of instructional objectives as discussed in this document. While designed initially for speech clinicians other special service personnel and teachers would find the material beneficial.

Caster, Jerry A.; Dublinske, Stan; and Grimes, Jeff. *Increasing Intervention Effectiveness Through Improved Communication.* Des Moines: Iowa DPI; Iowa City: SECDC, February 1972. 1-12.

Many of the ideas and concepts presented in *Corrective Teaching* are extensions of those presented in this reference. The level of emphasis is on special service personnel rather than the classroom teacher, but stresson planning, evaluation and measureable child change remain the same.

ED 072761
LC031 744

secdc in-service materials
to accompany

corrective teaching

IN-SERVICE MATERIALS

TO ACCOMPANY

CORRECTIVE TEACHING

APRIL 1973

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David H. Bechtel, M. A., Administrative Assistant
RICHARD N. SMITH, Ph.D., DEPUTY SUPERINTENDENT

Dear Teacher:

These materials have been designed to assist you in understanding the steps and principles of Corrective Teaching that will be discussed today. Your active participation is needed if the session is to be successful and is crucial if you are to apply the concepts of Corrective Teaching later in your classroom. Your contributions to the large and small group will also be helpful to the learning of others.

The in-service materials are sequenced for use throughout the session. As a result, you are asked not to go ahead of the discussion. STOP appears at the bottom of the page to indicate the end of a practice activity. The Consulting Teacher will indicate when it is time to go on to the next activity.

Thanks.

* 1. Do you have a pupil in your class who you feel is not benefiting or making sufficient progress from some content area when large or small groups are used? For example, reading or arithmetic.

_____

2. If yes, what is the content area?

_____

3. Do you have a pupil who functions so lowly in comparison with other groups or class members that a specific program just for him is really needed?

_____

4. If yes, what is the content area or area of concern?

_____

* If you are not currently teaching or if you are a resource teacher, concentrate on the last regular or special class that you taught or a class which you are currently familiar.

1. Does Corrective Teaching take the position that teachers should be aided in increasing the range of instruction offered in the classroom?

2. Do you believe that there are situations because of any number of factors that might make it impossible for the teacher to program for all pupils within the existing large or small group structure?

3. In your own words, what is Corrective Teaching?

4. From what was presented, what types of teachers might find Corrective Teaching useful?

   1.
   2.
   3.

Step 1 - Identify the Problem Area
STEP 2 - ESTABLISH RE-ENTRY REQUIREMENTS

Your group will be given materials describing the performance of children in a reading group. From that material determine the functioning that is lowest in the selected areas listed below. No one member of your group has information on all of the pupils. Therefore, it will be necessary to share information to determine minimum requirements for functioning in the group.

sight vocabulary:

oral reading rate:

word attack skills:

independent functioning:

The above should constitute the minimum requirements for successful participation in the group setting.

Step 1 - Identify the Problem Area
STEP 2 - ESTABLISH RE-ENTRY REQUIREMENTS

---------- DEVELOP GOAL STATEMENT

WHEN - refers to date or point in time that the goal is to be accomplished.

EXAMPLE - 1. By April 15
2. By the first parent-teacher conference

WHAT - refers to the specific behavior desired of the pupil.

Example - 1. orally read from text

2. add numerals with sums less than 19

CRITERIA - refers to the quality of performance expected of the pupil, relates back to the "what".

EXAMPLE - 1. (reads) 40 words per minute

2. 80% accuracy

COMPLETED GOAL STATEMENT

EXAMPLE 1

(when)	By April 15
(what)	orally read from text
(criteria	40 words per minute

Completed Goal Statement:

By April 15, the student will orally read from the text at a rate of 40 words per minute.

EXAMPLE 2

(when)	By the first parent-teacher conference
(what)	add numerals with sum less than 19
(criteria)	80% accuracy

Completed Goal Statement:

Step 1 - Identify the Problem Area
Step 2 - Establish Re-entry Requirements
STEP 3 - ANALYZE THE TASK

As a group, select 1 of the following skills and analyze the tasks involved. It is suggested that the group select the task, work on it independently and then discuss the tasks.

OPTIONS:

(1) Providing home telephone number orally when it is requested without the use of aids.

(2) Correctly completing the following problem:

$$\begin{array}{r} 14 \\ -\ 9 \\ \hline \end{array}$$

(3) Connecting a dot-to-dot picture in a workbook.

LIST THE TASKS BELOW

Step 1 - Identify the Problem Area
Step 2 - Establish Re-Entry Requirements
Step 3 - Analyze the Task
STEP 4 - WRITE THE OBJECTIVE

1. When - point in time that the objective is to be accomplished.

2. WHO - the individual that will be responsible for the objective, generally the teacher, but not always.

3. TO WHOM - (instruction will be provided) the name of the pupil receiving Corrective Teaching.

4. What - the specific behavior that the pupil is to perform.

5. Criteria - quality of performance expected of pupil, refers back to "what".

6. EVALUATION - (method to be used) - how it will be determined that the objective is accomplished. For example, the use of pre-post tests, recording of progress daily in grade book or chart, weekly evaluations etc.

Example Objective: By May 1, as a result of instruction provided by Mrs. Roberts, Steve will multiply single digit numerals with 100% accuracy. Two times a week the teacher will record the number of mulitiplication facts mastered.

Step 1 - Identify the Problem Area
Step 2 - Establish Re-Entry Requirements
Step 3 - Analyze the Tasks
Step 4 - Write the Objective
STEP 5 - DESIGN THE PROCEDURE

EXAMPLE PROCEDURE

Objective: By the 2nd parent-teacher conference, after instruction by Mrs. Watron, Kimberly will correctly relate the letter B with "B" sound in the initial position in selected pictures with at least 85% accuracy. The accuracy percentage will be recorded after each lesson.

WHAT (IS TO BE DONE)

Materials

Pictures of common objects at least 15 pictures containing initial "B" sound and 10 that do not.

Procedure

1. Present the letter B and have Kimberly produce "B" sound.
2. Present a picture, have her name it and indicate whether or not it has the "B" sound.
3. Continue this procedure, rotating the letter B and pictures. Make sure that non-B sound appears at least 1 time in every 5 pictures.
4. Discontinue after consecutive sessions with a minimum of 10 correct in a row in each session.

HOW MUCH (is to be done)
Practice sessions of no more than 5 minutes in length.

HOW FREQUENTLY (is it to be done)
3 times during the day, at least 3 times a week.

WHO (is to do it)
The teacher

In a group, create the procedure for 1 of the following objectives:

(1) By May 1, after instruction by Ms. White and given objects in sets of 1, 2 and 3, Sally will be able to state the correct numeral for each set without error. Evaluation of the number concept will be done 2 times a week and recorded in the grade book.

(2) By May 1, after instruction by Mrs. Black, Jean will correctly dial a telephone number when given it in writing. Evaluation will be done by observation and recorded on a checklist.

(3) By May 1, after instruction by Mrs. Green, Jerry will correctly use the verbs "is" and "are" in writing 90% of the time. Evaluation will be made on the basis of at least 10 papers written in language arts.

PROCEDURE

WHAT

MATERIALS

PROCEDURE

HOW MUCH

HOW FREQUENTLY

WHO

Dolch Noun Words	Pre-Test (all)	Show Card-Say Word	Say word-Spell word-Say word	Phonetic Attack	Trace on Table	Write Word	Read Word	Post-Test (all)

X = correct

0 = incorrect

PROCEDURE

WHAT

MATERIALS

PROCEDURE

HOW MUCH

HOW FREQUENTLY

WHO

Step 1 - Identify the Problem
Step 2 - Establish Re-Entry Requirements
Step 3 - Analyze the Task
Step 4 - Write the Objectives
STEP 5 - DESIGN THE PROCEDURE
---------- DETERMINE WHO MIGHT BE AVAILABLE TO HELP

As a group, list as many specific individuals as possible who would be available to assist in Corrective Teaching. Be specific rather than global in your listing.

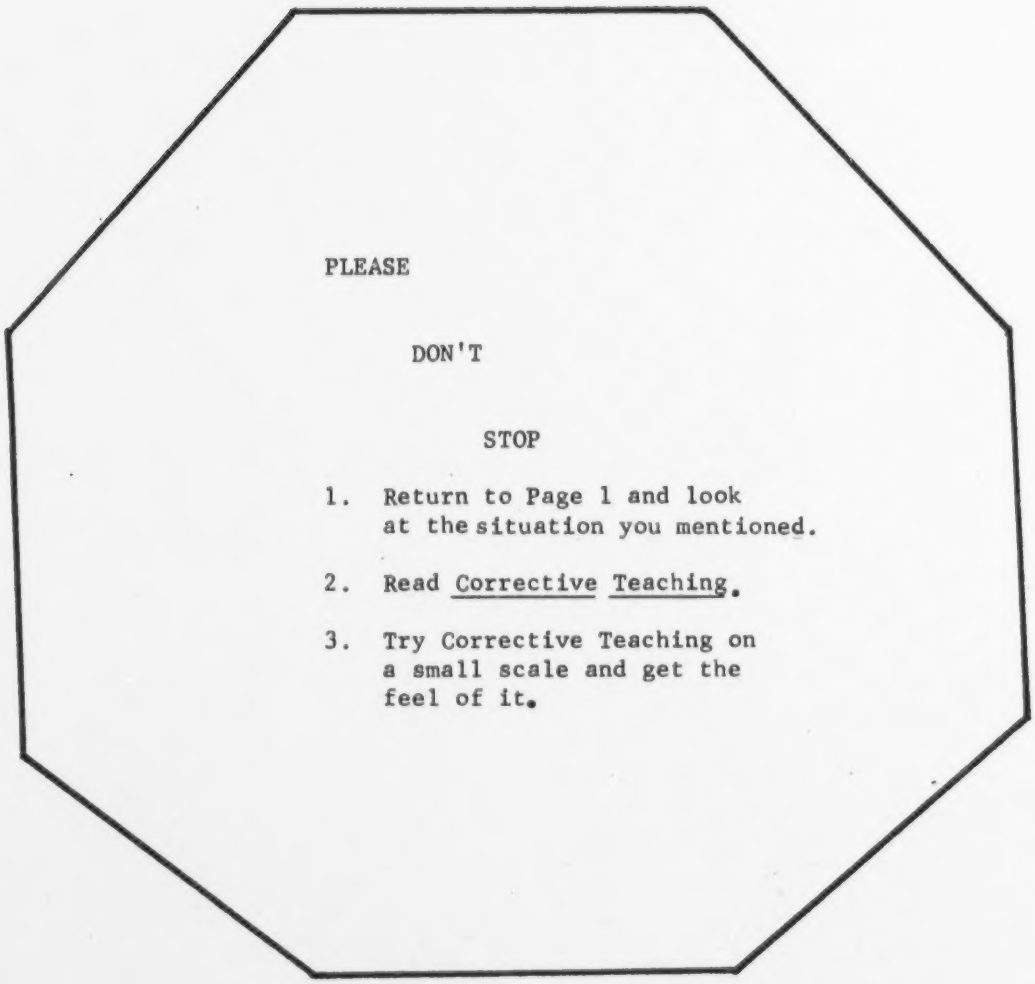
1.

2.

3.

4.

5.


PLEASE
DON'T
STOP
1. Return to Page 1 and look at the situation you mentioned.
2. Read Corrective Teaching.
3. Try Corrective Teaching on a small scale and get the feel of it.